

**IMPROVING THE STUDENTS' READING COMPREHENSION BY
USING AN ENGLISH TEEN MAGAZINE OF THE VII GRADE
STUDENTS OF SMP N 1 MLATI IN THE ACADEMIC YEAR
OF 2013/2014**

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of the
Degree of *Sarjana Pendidikan* in English Language Education



**By
Titin Suhartini Puspita Ningrum
10202244075**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2014
APPROVAL**

**IMPROVING THE STUDENTS' READING COMPREHENSION BY
USING AN ENGLISH TEEN MAGAZINE OF THE VII GRADE
STUDENTS OF SMP N 1 MLATI IN THE ACADEMIC YEAR
OF 2013/2014**

A Thesis

By

Titin Suhartini Puspita Ningrum

10202244075

Approved on 16 September, 2014

Supervisor,



Dr. Agus Widyanoro, M.Pd

NIP. 19600308 198502 1 001

RATIFICATION

IMPROVING THE STUDENTS' READING COMPREHENSION BY USING AN ENGLISH TEEN MAGAZINE OF THE VII GRADE STUDENTS OF SMP N 1 MLATI IN THE ACADEMIC YEAR OF 2013/2014

A Thesis

By

Titin Suhartini Puspita Ningrum

10202244075

Accepted by Board Examiners, Faculty of Languages and Arts, Yogyakarta States University on September 23, 2014 and declared to have fulfilled the requirement for the attainment of a *Sarjana Pendidikan*, in English language department.

Board Examiners

Chair Person : Dra. Rahmi D Andayani, M.Pd.

Secretary : Sukarno, S.Pd., M.Hum.

First Examiner : Dr. Margana, M.Hum., M.A.

Second Examiner : Dr. Agus Widyanoro, M.Pd.

Yogyakarta, 30 September 2014
Faculty of Languages and Arts
Yogyakarta States University
Dean,

Prof. Dr. Zamzani, M. Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Titin Suhartini Puspita Ningrum

NIM : 10202244075

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

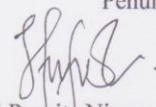
Judul Skripsi : IMPROVING THE STUDENTS' READING
COMPREHENSION BY USING AN ENGLISH TEEN
MAGAZINE OF THE VII GRADE STUDENTS OF SMP
N 1 MLATI IN THE ACADEMIC YEAR OF 2013/ 2014

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri.
S sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh
orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan
mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila tertulis bahwa pernyataan ini tidak benar, sepenuhnya menjadi
tanggung jawab saya.

Yogyakarta, 16 September 2014

Penulis



Titin Suhartini Puspita Ningrum

DEDICATIONS

This thesis is dedicated to:

- Allah SWT, My beloved God who makes me have power, health, and good luck to finish my thesis,
- Muhammad SAW, my first idol in this world,
- My parents: R.Edi Hermawan & Nunung Nurhayati, “thanks for your priceless love, support, and continuous prayer”
- My beloved sister: Shella Bella Apriani, my lovely grandmothers and all of my family,
- My Special one: Dimas Dwi Agung Wibowo thanks for loving, supporting, and accompanying me to do everything,
- My beloved friends “thank for your support, guidance, pray, and joy”.

I LOVE YOU ALL

MOTTOS

- ❖ “Well done is better than well said.” (Benjamin Franklin, 1709–1790)
- ❖ “Knowing is not enough, we must apply. Willing is not enough we must do.” (Johann Wolfgang Von Goethe)
- ❖ The thing always happens that you really believe in; and the belief in a thing makes it happen. (Frank Lloyd Wright)

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alamin, praise to Allah SWT, the Almighty, the Most Merciful for His countless blessing and guidance so I can accomplish this thesis.

I would like to express my greatest gratitude to Dr. Agus Widyantoro, M.Pdas mysupervisor for his willingness to share knowledge, invaluable guidance and also encouragement during the process of writing this thesis.

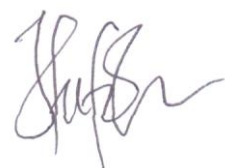
Special thanks go tothe big family of SMP N 1 Mlati Yogyakartaespecially to the principal, Mr. Suparto, S.Pd., the English teacher, Mrs. Dewi Muslimah, S.Pd., and all Grade VIIAstudents in the academic year of 2013/2014. Thanks for the willingness to be the participants in this research.

I would also like to express my greatest thanks to my parents and my family who have for so long encouraged me patiently and also always gave their prayer so that I can finish my study well. I wish your prayer and support will always be the spirit in my efforts to get the success.

I especially thank my special one (Dimas) for loving, supporting, and accompanying me to do everything. I would like to thank my best friends (Rara, Karin, Ayu, Ida, Anin, Ega, Nisa, Resti, Reni) thanks for you all who always have time to accompany and help me in doing the research. I would like to thank all my friends in the English Education Department and my classmates in Class J. I will always remember our unforgettable moments when we were at this faculty together spending much time to build this wonderful friendship. Thanks for the support, suggestions and prayers.

I hope that this thesis would be useful for the readers.However, I realize that this thesis is far from being perfect, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, September 2014.



Titin Suhartini Puspita Ningrum

TABLE OF CONTENTS

	Page
TITLE	i
APPROVAL SHEET	ii
RETIFICATION.....	iii
<i>PERNYATAAN</i>	iv
MOTTOS	v
DEDICATIONS	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABSTRACT	xiii
 CHAPTER I INTRODUCTIONS	 1
A. Background of the problem.....	1
B. Identification of the problem.....	3
C. Delimitation of the problem	5
D. Formulation of the problem	6
E. Objective of the study	6
F. Significance of the study	6
 CHAPTER II REVIEW OF RELATED THEORIES	
A. Theoretical Review	8
1. Reading	8
2. Reading Comprehension	10

a. Definition	10
b. Macro skills for Reading Comprehension.....	10
c. Factors Affecting Reading Comprehension	10
3. Confidence	18
4. Learning styles and learning strategies	18
5. Intelligence	21
6. Background knowledge.....	21
7. Theory of Teaching Reading.....	22
8. Teaching Reading in Junior High School	24
9. The Megazine	29
B. Related Studies.....	29
C. Conceptual Framework	

CHAPTER III RESEARCH METHOD

A. Type of the Research	32
B. Setting of the Research	33
C. Subject of the Research.....	34
D. Data Collection Techniques	35
E. Technique of Data Analysis	36
F. Indicators of Success.....	36
G. Validity and Reliability of the Data	37
H. Procedure of the Research.....	38

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....

A. Research Findings	40
a. Reconaisance.....	41
b. The process of the research	49
B. The Report of Cycle 1	49
1. Planning	49
2. Action and Observation.....	51

3. Reflection	64
C. Reports of Cycle II.....	66
1. Planning.....	66
2. Action and observation.....	67
3. Reflection	72
D. Students' Mean Score	74
E. Discussion of the Findings	75
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	77
B. Implication	79
C. Suggestion	80
REFERENCES.....	83
APPENDICES	85

LIST OF TABLES

Table 1:	Field Problems of VII A SMPN 1 Mlati	43
Table 2:	The Problems Most Urgent Problem in VII A SMPN 1 Mlati	45
Table 3:	The Most Feasible Problem in VII A SMPN 1 Mlati	46
Table4:	The action to solve the fields problems	47
Table 5:	The relationship between the field problem and the action	48
Table 6:	The schedule of Cycle 1	51
Table 7:	The Schedule of Cycle II	67
Table 8:	Students' mean score	75

LIST OF FIGURES

Figure 1.	Step of AR according to Kemmis and Mc Taggart in Burns	33
-----------	--	----

**IMPROVING THE STUDENTS' READING COMPREHENSION BY USING
AN ENGLISH TEEN MAGAZINE OF THE VII GRADE STUDENTS OF SMP
N 1 MLATI IN THE ACADEMIC YEAR OF 2013/2014**

By
Titin Suhartini Puspita Ningrum
10202244075

ABSTRACT

The objective of this research is to improve the students' reading comprehension through the English Teen Magazine of the seventh grade students of SMP N 1 Mlati in the second semester of academic year of 2013/2014.

The study was action research. The members of this research consisted of the researcher, the English teacher, and the students of Grade VIIA. The research was done in two cycles. Cycle 1 was conducted in four meetings and Cycle 2 was conducted in two meetings. The subjects of the research were 33 students of class VII A in the second semester. In collecting the data were presented in the form of observations, interviews, and tests. The data of the research were the qualitative and quantitative. The qualitative data were presented in the form of field notes, interview transcripts, and photos. Meanwhile, the quantitative data in the form of pre-test and post-test scores were analyzed by comparing the mean scores. The steps of the research were reconnaissance, planning, action, observation, and reflection. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The result of this study showed that the use of an English teen magazine is able to improve the students' reading comprehension. The students' reading problems are reduced through the implementations of actions, like giving the texts from the magazine and implementing the strategy of teaching reading. Besides, the texts from the English Teen Magazine are able to trigger their motivation in reading and to improve their vocabulary mastery. They understand the content of the English text well after being given the texts from the magazine. The mean scores of the test also improve from 62.24 on the pre-test to 83.58 on the post-test.

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study which is divided into six sections. Those are background of the problem, identification of the problem, delimitation of the problem, formulation of the problem, research objective and significance of the problem.

A. Background of the Problem

As a foreign language, English is one of the most important subjects learned in schools. The most sensible reason of that is because English already becomes the international language. People use English around the world. It is studied and learned seriously specially in the countries where the language becomes the second or foreign language. People consciously take many English courses and because of the importance of the language.

In junior high schools, the students do not only learn words or simple sentences in English but also start to learn the series of the sentences. According to English curriculum at junior high schools, English teaching covers four skills, namely reading, listening, speaking and writing. All of them cannot be separated each other. Besides, as a skill reading is clearly one of the important. However, some students in learning English do not understand the way to increase their achievement on reading subject. According to Hornby (1995: 27), “reading is the action of a person who read

a sentence or it can be describe as an attempt to make a meaning from what an author has written”

Reading is one of the most important language skills should be developed inside and outside the classroom, it is also one of the most common ways to get information. Harmer, (1991: 183- 184) the reader employs a number of specific skills when reading and their success in understanding the content of what they see depends on a large extent on these specific skills. The six skills of reading are: the predictive skill, extracting specific pictures, getting specific pictures, extracting detailed information and discourse patterns, deducting meaning from context.

The students of English as a foreign language should understand the process of reading when they read an English reading text. The level of students’ achievement is determined by some factors, like approach, strategy, and method. In learning reading, there is one of the good methods can improve students’ reading achievement.

Teaching reading skills for junior high school students need more attention. It is because they begin are expected to infer meaning from what they have read with their background knowledge. The teacher has to provide many texts that are used by the students in practicing their skills. Moroeover, the text that are presented to the student in the classroom are not only related to the classroom occasion, but also related to the real word. The English teacher needs to select the appropriate materials and media to deliver the text types that the students need to learn in line with the current curriculum. The teacher also has to provide many sources for the materials used in the classroom.

However, the result of teaching reading is not satisfying yet; it is not as well as it should be. It should have been able to be improved. This condition is, of course, caused by various factors. These factors can be background experience, language abilities, thinking abilities, reading purpose and affections, which cover interest, motivation, attitudes, believe, and feelings (Harris & Smith, 1980: 207). So, in teaching reading skill, teachers need to have innovation of teaching learning activity, so it will be interactive and interesting for the students in teaching learning process.

English teen magazine are considered to be one type of sources that can be used for teaching. It can provide the students' needs both in intensive reading and extensive reading. They learn new vocabulary and get actual information. Also, they can get meaning of the words or noun phrase by using their background knowledge when they already known of the topic of discussion in the text. On the other hand, they can infer meaning from the context even when they do not have a clue at all.

With regard to this condition, this study is research on the efforts to improve the reading comprehension of seven grade students of junior high school by using an English teen magazine.

B. Identification of the Problem

In identifying the problem of the study of 7A students in SMP 1 Mlati, the problems were noticed in the classroom while doing observation. After doing more planning for the study, there was classroom observation to get more detailed information of the students and to ensure the problems that really happened in the

classroom. Here the researcher points out four factors that influenced the student's low reading comprehension in the teaching learning activities, and the students.

The first problem related to the teacher. Learning in the classroom is dependent on how the teacher teaches his/her students. The teacher plays a significant role for the success in teaching-learning, especially while explaining the material to be learnt by the students. For instance, the teacher sometimes does not consider the level of difficulties of the text given to the students. The teacher does not consider use many media in the classroom that can explore their reading. It makes the student become passive and only get the materials from a course book and the student's worksheet (LKS) which can not really make them get involve in reading.

Second is the problems related to the materials. The materials provide by teachers in the classroom sometimes are not always able to make the students understand the text well. The teacher only uses the texts from the course book or the student's worksheet (LKS). The materials become not interesting and not sufficient enough for facilitating their learning. The unvaried type of books make them become unmotivated in reading and just read when there is a task or an assignment.

Third is problems related to the students. Students in SMP Negeri 1 Mlati were still reluctant to read long texts. When they found a long written text, they already gave up from the beginning. The students lacked of vocabulary. When they could not understand the meaning of some words, they could not guess the meaning and they lost the understanding of the text. The students lack 8 strategies to help them

read. So they have low interest, motivation, learning strategies and confidence when they are reading.

Fourth is the problems related to the teaching technique. The teacher still has not found a suitable method to teach the students effectively. Teaching learning activities usually consist of three main parts that is pre-teaching, while-teaching and post teaching (McNamara, 2007: 473). The teacher usually asks the students to read aloud to answer the questions from the course book. In fact, they learn nothing. There is something missing from the step in the learning process that is getting the student involvement in the texts. Another example, the teacher teaches them by giving questions related to the texts and asking them about the difficult words. In fact, this method was not effective for the students. The students find difficulty to develop their reading habits.

C. Delimitation of the Problem

After looking up the entire problem stated before, the problem found in SMP N 1 Mlati are quite complex. It is impossible for the researcher to solve all the problems related to the students' reading comprehension ability. The students are expected to learn reading through a new method. In this research, the researcher tried to implement a magazine as a mediato improve students' reading comprehension.

Based on the discussion with the English teacher as a collaborator, this study focuses on improving the students' reading comprehension in class VIIA of SMP N 1 Mlati through the use of an English teen magazine.

D. Formulation of the Problem

Based on the background and the limitation of problem, the question of the research is formulated as follows:

How can an English teen magazine improve the reading comprehension of the seven grade students of SMP N 1 Mlati in the academic year of 2013/2014?

E. Objective of the Research

The main objective of this research is to improve the reading comprehension of the seventh grade students at SMP Negeri 1 Mlati in the academic year of 2013/2014 by using an English teen magazine.

F. Significance of the Research

The result of this study is expected to give useful solution for the students to overcome their weaknesses in reading comprehension skills, especially for students in SMP N 1 Mlati. Another significance of the research is that it can be used as follow up researcher of how the English teen magazine is used for improving the other skills. It is expected that all readers get information as a reference or additional insight in choosing the English teen magazine as one of media for teaching reading. So that we can points out as follows:

1. Students will learn how to improve their reading competence.

2. Students will learn how to develop potentials in reading skills so it can be used to make their learning successful.
3. Teachers can make use of the research findings to enrich their teaching methods and techniques.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

This section discusses the theoretical review related to the reading, reading comprehension, the factor affecting reading comprehension and the magazine as a material and media in teaching reading.

1. Reading

a. Definition

Reading is an interpretation a text or situation (Oxford dictionary:2002). According to Hasibuan and Ansyari (2007: 65), reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge. A person may also read for enjoyment, or to enhance knowledge of the language being read.

According to Brassell and Rasinsky (2008: 15), reading has many different features in the process that involves the eyes, the ears, the mouth, and the most significant, the brain. They point out that reading is making meaning. That is turning that the written text on a page into valuable thoughts. They are not only those expressed by the writer, but also those

which come to the reader's mind while reading it. Mereillon (2007: 10) also defines that reading as making meaning from printed and visual information that need a lot of practices and skills.

In addition, Harmer (1998: 68) states that reading also provides opportunities to study language; vocabulary, grammar, pronunciation and the way we construct sentences, paragraphs and text. Lastly, good reading texts can introduce interesting topics, simulate discussions, excite imaginative responses and be the springboard for well-rounded and fascinating.

Likewise, the text also provides the opportunities to the students for studying language such as vocabulary, grammar, punctuation, and the way they construct sentences, paragraphs, and the text. Zimmermann and Hutchins (2003: 49) stated that reading as making meaning from printed and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. In order to be readers, learners must take their ability to pronounce words and to "read" pictures and then make the words and images mean something.

From the point above, it is clear that one, who reads, in fact, interacts with written information in the text. It has much possibility that he finds difficulty to understand more easily if he possesses what is

presented in the text, like knowledge of vocabulary, grammar, and knowledge of world, because reading requires a logical sequence and practice to set them into the mind.

2. Reading Comprehension

a. Definition

Reading comprehension is a part of the reading skills that is being needed by the students in both academic and personal reading. Without comprehension, the readers are difficult to cover their reading. There are some definition of reading comprehension that giving more detail understanding and the related matters.

Klingner, Vaughn, and Broadman (2007: 2) argue that reading comprehension is the process of constructing meaning by arranging some complex processes in brain that contain word reading, word and word knowledge and also fluency. Day (1998: 14) also conveys that the crucial thing to comprehension that is the knowledge that the readers bring to the text.

b. Micro Skills for Reading Comprehension

In order to be a good reader, people need to master several reading skills. The reading skills consist of two major elements namely micro-skills and macro-skills. Both micro- and macro skills can be the

intension of reading comprehension assessment (Brown, 2004: 187).

The micro-skills consist of:

- 1) Discriminate among the distinctive graphs and autographic pattern of English.
- 2) Retain chunks of language of inferential lengths in short term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verb, etc), system, pattern rules, and elliptical forms.
- 6) Recognize that a particular meaning maybe expressed in different grammatical form.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- 8) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 9) Recognize the communicative functions of written texts, according to form and purpose.
- 10) Infer context that is not explicit by using background knowledge.
- 11) Infer links and connections between event, ideas, etc.
- 12) Distinguish between literal and implied meanings.

- 13) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 14) Develop and use a battery of reading strategies.

c. Factors Affecting Reading Comprehension

Many factors affect a given student's motivation to work and to learn, interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. And, of course, not all students are motivated by the same values, needs, desires, or wants. Some of the students will be motivated by the approval of others, some by overcoming challenges. (Bligh, 1971; Sass, 1989), there are six factors which influence the student reading comprehension that proposed by the experts. They are interest, motivation, confidence, learning styles and learning strategies, intelligence, and background knowledge.

1. Interest

Interest can influence the students' willingness in reading. Gunning (2010:1) argues that higher comprehension demands engagement, high-interest topics are featured. Its main function to introduce students the higher level of literacy strategies. Hence, if the students possess high interest in reading, it can give the benefit for them to

enhance their motivation in reading and to develop their learning strategies while reading.

2. Motivation

It is accepted in the most fields of learning that motivation is essential to success. Without motivation people will almost certainly fail to make the necessary efforts. Linguists have conducted studies on motivation. Motivation is always considered as a good starter in everything, just like the students' reading. Lean (2009: 7) gives the definition of motivation as all the reason behind why we behave as we do. Likewise, the desire is related to the intention around it. He also emphasizes that motivation is the 'pilot' direction for learning.

Motivation was examined as a factor of a number of different kinds of attitudes. Two different clusters of attitudes were divided into two basic types of motivation: instrumental motivation and integrative motivation. The main difference is on the achievement that the students want to obtain after learning the language. On integrative motivation, the students are learning the language to make them able to use the language with the native speaker on the target situation. It is usually done by the learners who want to live or visit the other countries. Meanwhile, on instrumental motivation, the students make the language as an

‘instrument’ to achieve their goals in proficiency related to pass examination, TOEFL test, or promotion in school’s organization.

The conclusion from these studies was that integrative motivation may indeed be an important requirement for successful language learning. Some teachers and researchers had even gone so far as to claim that integrative motivation was absolutely essential for successful second language learning. Although students may be equally motivated to perform a task, the source of their motivation may differ. Many experts also define motivation into:

1. Intrinsic motivation

Edward Dech (1975: 23) in Brown (2000) defines intrinsic motivation as:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self- determination.

A student who is intrinsically motivated undertakes an activity for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. Condry and Chambers in Lumsden

(1994) say that when students were confronted with complex intellectual tasks, those with an intrinsic orientation used more logical information-gathering and decision making strategies than did students who were extrinsically oriented.

2. Extrinsic motivation

Brown (2000) states that extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond themselves. So, an extrinsically motivated student performs in order to obtain some reward or avoid some punishment external to the activity itself such as grades, stickers, or teacher approval. The researcher made a conclusion of these definitions in table below:

Table 1. The intrinsic and extrinsic motivation

	Intrinsic	Extrinsic
Integrative	L2 learner wishes to integrate with the L2 culture (e.g. for immigration or marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons (i.e. Japanese parents send kids to Japanese- language school)
Instrumental	L2 learner wishes to achieve goals utilizing L2 (e.g. for a career)	External power wants L2 learner to learn L2 (e.g. corporation sends Japanese business to U.S. for language training).

From the definitions of motivation above, it can be concluded that motivation is somebody's inner or outer drive to achieve a goal. From these theories the researcher believes that students' motivation is not affected just by the students themselves but there are many factors that influence students' motivation. The researcher also believes that teachers have a big role in motivating their students to learn. Teachers can stimulate their students to improve their motivation by considering the students' needs and characteristics.

Tomlinson (1998: 18) claims that language learners should have strong and consistent motivation and they should also have positive feelings toward the target language, their teachers, their friends, and the material used. Some students are unmotivated to learn English as a foreign language and Nunan (1999: 233) gives some reasons why learners are unmotivated as follows:

1. Lack of success overtime or lack of perception of progress,
2. The process of teaching does not motivate students,
3. Lack of perceived relevant materials,
4. Boredom,
5. Lack of knowledge about the goals of instructional program, and,
6. Lack of appropriate feedback.

Classroom climate is important. If students experience the classroom as a caring, supportive place where there is a sense of

belonging and everyone is valued and respected, they will tend to participate more fully in the process of learning. Davis (1999) proposed some strategies in motivating the students as follows:

- a) Capitalizing on students' existing needs
 - b) Making students active participants in learning
 - c) Asking students to analyze what makes their classes more or less motivating
 - d) Helping students set achievable goals for themselves
 - e) Being enthusiastic about the subject
- d. Measurement of Motivation

Motivation cannot be measured directly. It is relevant with what Vivian in Rui (2004) says that motivation in second or foreign language learning has chiefly been used to refer to the long-term fairly stable attitudes in the students' mind. Olivia in Rui (2004) gives some ideas on what conditions that can strengthen motivation as follows:

- a) Students learn when they conceive of themselves as capable individuals.
- b) Students learn when they are dealing with materials geared at their level.
- c) Students learn when they see the purpose in their activities and study.
- d) Students learn when they see the important things for them.
- e) Students often do not like easy or trivial work. They grumble at difficult class work, but they respect demanding education.

- f) Students are motivational if they live in a secure environment.
- g) Students are motivated when they have the opportunity to express their psychological needs for success, recognition, and approval.
- h) Students are motivated if they feel the learning is for them and not for the teacher.
- i) Students are motivated when the subject matter is interesting.
- j) Students are motivated when they have some opportunity to make decisions, enter into planning, and feel responsibility for participating.
- k) Students are motivated when they experience more success than failure. If they feel incapable, they will give up.

3. Confidence

Confidence also determines the students' performance ability in reading comprehension. Ash (2010: 3) encodes that when people face up a problem, no matter how bad the situation is and how they feel related to it, as long as they have the confidence to believe, it will improve much better in learning. The feeling of confidence make students is able to express their opinion as well as enhance the sense of confidence make students is able to express their opinion as well as enhance the sense of thinking while reading.

4. Learning styles and learning strategies

Learner's learning style may be an important factor for the success of teaching and may not necessarily reflect those that teachers recommend. In a

study of the learning style of adult ESL students. Willing (1985) in Richards (2002: 224) found four different types in the population he studied:

- a. Concrete learners: These learners preferred learning by games, pictures, films and video, talking in pairs, learning through the use of cassettes, and going on excursions;
- b. Analytical learners: These learners liked studying grammar, studying English books, studying alone, finding their own mistakes, having problems to work on, and learning through reading newspapers;
- c. Communicative learners: This group liked to learn by observing and listening to native speakers, talking to friends in English, watching TV in English, using English in shop, and so on, learning English words by hearing them and learning by conversation;
- d. Authority-oriented learners: These students liked the teacher to explain everything, writing everything in a notebook, having their own textbook, learning to read, studying grammar, and learning English words by seeing them.

According Brown (2000) there are some strategies in reading;

- a. Identify the purpose in reading
- b. Use grapheme rules and patterns to aid in bottom up decoding especially for beginning level learners
- c. Skim the text for main ideas

- d. Scan the text for specific information
- e. Use semantics mapping or clustering
- f. Analyze vocabulary
- g. Distinguish between literal and implied meaning
- h. Capitalize on discourse markers to process relationships

Teachers can help their students become effective readers by teaching them how to use strategies before, during, and after reading.

1. Before reading: Plan for the reading task
 - a. Set a purpose or decide in advance what to read for
 - b. Decide if more linguistic or background knowledge is needed
 - c. Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)
2. During and after reading: Monitor comprehension
 - a. Verify predictions and check for inaccurate guesses
 - b. Decide what is and is not important to understand
 - c. Reread to check comprehension
 - d. Ask for help
3. After reading: Evaluate comprehension and strategy use
 - a. Evaluate comprehension in a particular task or area
 - b. Evaluate overall progress in reading and in particular types of reading tasks
 - c. Decide if the strategies used were appropriate for the purpose and for the task

- d. Modify strategies if necessary
- e. Using Authentic Materials and Approaches

To develop communicative competence in reading, classroom and homework reading activities must resemble (or be) real-life reading tasks that involve meaningful communication to the students. They must therefore be authentic in three ways.

- a. The reading material must be authentic: It must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom.
- b. The reading purpose must be authentic: Students must do reading for reasons that make sense and have relevance to them. "Because the teacher assigned it" is not an authentic reason for reading a text.
- c. The reading approach must be authentic: Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud or reading should be done silently.

5. Intelligence

Amstrong (2003: 19) argues that people who read are doing far more than simply linguistically encoding data, but they also look at the other aspects of configuration in written text. Therefore, the intelligence is needed in order to make the proper correspondences from the readers. For

example, to organize the information, to get the meaningful information, to actively engage in the text, and to think critically and logically related to what they are reading.

6. Background knowledge

Background knowledge is regarded as a fundamental element that exists when the learners want to comprehend a reading. Students can create meaning in connection with their background knowledge (Gunning, 2010: 1). Also, realizing the benefit of background knowledge to comprehension is important because they connect new information with their prior knowledge before they integrate and organize the new information (Meroellin, 2007: 19). When the readers have adequate background knowledge related to their reading, it will be easier to comprehend what they read. Hence, building background knowledge is important for students in reading. In giving the passage, the topic must be considered well to make the students have good background knowledge and ability to comprehend the reading material.

e. Theory of Teaching Reading

A common paradox in reading lessons is that while teachers are encouraging students to read for general understanding, without worrying

about meaning of every single word, the students, on the other hand, are desperate to know what each individual word means. (Harmer, 213)

a. Bottom up and top down processing

Brown said that in bottom up processing readers must first recognize a multiplicity of linguistic signals; letters, morphemes, syllables, words, phrases, grammatical cues, and discourse makers. And use their linguistic data processing mechanism to impose some sort of order on these signals.

Virtually all reading involves a risk-a guessing game, in Godman's words-because readers must, through a puzzle solving process, infer meanings, decide what to retain and not to retain and move on. This is where a complementary method of processing written text is imperative; top down, processing in which we draw on our own intelligence and experience to understand a text.

b. Scheme theory and background knowledge

Schema theory is led by some questions like how do readers contract meanings? How do they decide what to hold on to, and having made the decision, and how do they infer a written message. The readers bring information, knowledge, emotion, experience, and culture to the printed word. Back ground knowledge, indeed, has a role in reading activities.

c. Types of written language

There are hundreds of different type of written texts, a much larger variety than found in spoken texts. Each of the types listed of below represent a genre of written language. Each has certain rules or conventions for its manifestation, and we are thus able immediately to identify a genre to know what to look for within the text. Below are types of written text;

- 1) Nonfictions, editorials, essays, articles, etc.
- 2) Fiction novels, sort stories, jokes, drama, poetry.
- 3) Letters, personal, business.
- 4) Greeting cards
- 5) Diaries, journals
- 6) Recipes
- 7) Manuals
- 8) Menus
- 9) Advertisements
- 10) Invitations

f. Teaching Reading in Junior High School

Based on Curriculum mount set of education one of aims study language English in junior high school is improving communicative skill in English language during the type oral although writing. Communication skill is cover speaking, reading, writing, and listening. The four competences are hope the able draw up and supply the student of junior high school for continue stage level education.

The use of curriculum adult the orientation at competence, that mean the student demand own certain competence or proficiency as the result process study in the school. Competence always calls curriculum mount set of education. Competence is general skill dominate, because graduated or level education.

Junior high school students have special characteristics, Brown (2001: 92) states that “the terrible teens” are in an age of transition, confusion, self-consciousness, and growing and changing bodies and minds. Teens are in a condition between childhood and adulthood and therefore a very special set of considerations applies to teaching them. Here some considerations.

- a. Intellectual capacity adds abstract operational thought around the age of twelve. Therefore, some sophisticated intellectual processing is increasingly possible.
- b. Attention spans are lengthening as a result of intellectual maturation but, once again, with many diversions present in a teenager’s life, those potential attention spans can easily be shortened.
- c. Varieties of sensory input are still important but, again, increasing capacities for abstraction lessen the essential nature of appealing to all five senses.

- d. Factors surrounding ego, self-image, and self-esteem are at their pinnacle. Teens are ultra-sensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concern of the secondary school teacher is to keep self-esteem high by
- 1) avoiding embarrassment of students at all costs,
 - 2) affirming each person's talents and strengths,
 - 3) allowing mistakes and other errors to be accepted,
 - 4) de-emphasizing competition between classmates, and
 - 5) encouraging small group work where risks can be taken more easily by a teen.

Secondary school students are of course becoming increasingly adult-like in their ability to make those occasional diversions from the “here and now” nature of immediate communicative contexts to dwell on a grammar point or vocabulary item. As in teaching adults, care must be taken not to insult them with stilted language or to bore them with over analysis.

7. The Magazine

a. The Definition of Magazine

A magazine is a collection of various articles, stories, events, news, report and even the advertisement that is stored in such way and

enjoyed by its readers. Dabner and Swann (2003: 102) mention that a magazine is visually interesting since it is usually presented in full colors. That makes a magazine has its own benefit to be chosen by the reader.

b. Classifications of Magazine

A megazine can be categorized into several types. Aggarwal and Gupta (2001: 334) classify a magazine by its size, frequency, and audience. By the size, a magazine is printed in a small, a standard or a big size. It is adjusted to costs and also the need of the target reader. By the frequency, a magazine is published daily, weekly and monthly. By the audience, a magazine is classified as customer, farm and business magazine.

Likewise, Day (1998: 102) specifies that weekly and monthly magazines are usually colorful and attractive. Their visual emphasize helps readers in understanding the content. High interest, illustrated popular magazine are also made available in relaxed time.

The main content of magazine usually focuses on the topic, for example, teen fashion and life, cars, tennis, current events, or heavy metal music. The reader looks for the magazine in accordance with the needs and interest in general topic provided in the magazine.

c. Making the Magazine Accessible for the Students

Magazines are a rich source of authentic materials and can be very motivating and inspire a wide range of activities. Richards (2006) proposes that the materials in the classroom activities should consider the use of the real world or authentic sources that will be the basis for preparation in the real life. Also, Clarke and Silberstein in Richards (2006: 20) convey that the purposes of reading in the class must be the same as those in real life.

According to Richards (2006: 20), there are four arguments that are suitable in using the magazine. It gives cultural information related to the target language, exposure to the real language, more closely to learners' needs and supports a more creative approach to teaching.

After that, Kamil and Pearson (2010: 166) point out that adolescents use text as parts of active exploration of ideal selves. In this case, magazine provides perceived, useful, and valid information. Canel in Kamil, (2010: 166) also argues that adolescents who read magazine will encourage their reading challenge, cultural practice as well as initiation exercise.

The authentic material like the magazine is believed to be one solution to overcome this problem.

d. English Teen Magazine

English teen magazine is one of the alternative sources that can be used in teaching reading comprehension skills. It generally have a few articles based on thought-provoking subjects which can really stimulate a class of teenagers.

There are many reasons why English teen magazine can improve the students' comprehension skill :

- 1) The use of an English teen magazine makes the teaching methods more interesting.
- 2) Exploring students' interest can improve students' ability in developing ideas and vocabulary.
- 3) Reading magazine and finding a new word enable students to build their motivation, confidence, creative and improves students' mastery of linguistics features.
- 4) An English teen magazine design as a daily activity represent the best and effective teaching media and make students more actively engaged in the learning process and classroom activities and interaction.
- 5) An English teen magazine naturally integrates knowledge and reinforces inter-disciplinary relationship through interaction.
- 6) An English teen magazine also supports social or cooperative learning through teacher's good classroom management.

- 7) By creating the teen English magazine is better for the students to study English carefully through practice and experience, and to be active and creative in learning English.
- 8) Teaching reading by using an English teen magazine in teaching English could increase the students' motivation and achievement in reading comprehension.
- 9) Teacher can create an interesting classroom, and then prepare the lesson they are going to teach as well as possible.
- 10) English teen magazine activity can improve students' reading skills through individual work and peer feedback techniques of teaching.

B. Related Studies

The magazine has been by some researchers before as a material in teaching reading. There are many relevant studies related to the use of magazine in the teaching reading. Marrow and Lesnick (2001) examine the benefits of magazine as a source in the classroom. The research show that the majorities of surveyed teachers appropriate the magazine as an important sources to motivate the students and can improve the critical thinking and reading skills.

C. Conceptual Framework

Reading comprehension is one of the skills that needs more attention in junior high schools. The goal of reading English texts in junior high schools emphasize more on the communicative competence in the form of functions, daily life contexts, and also the connection between the language and the culture. Regarding these requirements, improving the reading comprehension skills is needed in the teaching and learning process. The material given to the students in teaching reading must be able to fulfil these expectations.

From the observation in SMP Negeri 1 Mlati, there was found some problems deal with the students' reading comprehension. One of the reasons was because unvariated text provided. It made the students found difficulties in comprehending the text. They become unwilling to read the text because the texts were only from the course book and the students' worksheet (LKS). They did not have opportunity to develop their competence in reading as well as to acquire new vocabulary that was related to their everyday life. Therefore, giving materials from another source for the students is one way that can be done to overcome these problems.

An English teen magazine is one of the alternative sources that can be used in teaching reading comprehension skills. The magazine has varied topics and types of texts deal with daily life. The students learn the language, identify the characteristic, get new vocabulary, and relate the text to their daily lives by reading the magazine. It also enhances their willingness in reading because there are many varieties of texts provided in the magazine.

Therefore, this study used the English teen Magazine as the material in teaching the reading comprehension to the students. The students' reading comprehension is believed to improve. Likewise, the problem related to the students' reading comprehension of the seven grade students at SMP N 1 Mlati can be solved reasonably.

CHAPTER III

RESEARCH METHOD

In this chapter, how the research was conducted will be described in detail. This chapter is divided into seven sections. There are the type of the research, the setting of the research, subject of the research, time of the research, data collection technique and data analysis, validity and reliability of data, and the procedure of the research.

A. Research Type

This study is action research in nature. According to Hopkins (1985:32) and Ebbutt (1985:156) action research is the combination of action and the researcher that action a form of disciplined inquiry, in which a personal attempt is made to understand, improve and reform practice. Action research is usually a collaborative activity involving input from people who are likely to be affected by the research.

Action research is the application of fact finding into problem solving to improve the quality of action within it, which involves the collaboration of the researcher, practitioners and laymen. While another expert, Corey (1953:6), it is a process in which practitioners study problems *scientifically* so that they can evaluate, improve and steer decision making and practice. The aim of the research is to solve teaching problems by finding new methods in teaching and new strategies in learning.

Kemmis and McTaggart (1999) suggest that the fundamental components of action research include the following: (1) developing a plan for improvement, (2) implementing the plan, (3) observing and documenting the effects of the plan, and (4) reflecting on the effects of the plan for further planning and informed action.

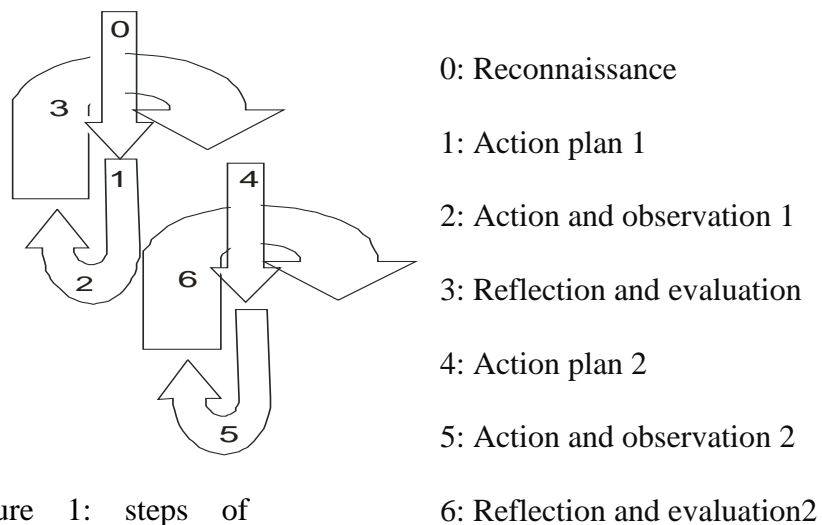


Figure 1: steps of action research according to Kemmis and McTaggart in Burns (1999:33)

B. Research Setting

The research was conducted at SMP Negeri 1 Mlati, Yogyakarta. The school is categorized as SSN (Sekolah Standar Nasional) or national standard school. The total number of classes is 12 classes; classes for grade VII, 4 classes for grade VIII, and 4 classes for grade IX. The teaching learning

process is conducted from 7:00 a.m to 12.30 p.m. The total hours for English are four hours per week. The lesson was last for 40 minutes for each hour. The facilities in the school is good enough for teaching and learning English, there are library and languages laboratory. There were 4 English teachers in SMP Negeri 1 Mlati graduating from different University.

To make the research effective, the researcher took one class as the sample of research. It was grade VII A in the second semester academic year 2013/2014 which consisted of 33 students. The decision to choose that class was determined by following factors:

1. The research subjects were taken from one of the biggest classes. It was expected that by taking the big class the result would be able to portray the result of different students with different interest. In this condition, it was expected that the result would be valid.
2. Some students had low motivation and low grade in reading. It could see from the result of pre-test.
3. The number of research subjects was 33. This number was reliable because it could represent the population.
4. This class was the place where researcher teaches. It was expected that the research would not disturb the teaching learning process because they were new in the second semester.

C. The Subject of the Research

The subject of this research is the seventh grade students of SMP Negeri 1 Mlati in the second semester by the academic year 2013/2014. The researcher only looks one class to be the subjects of the research that is class

VII A. They are 33 students. The class was chosen based on discussion of the researcher with the English teacher.

D. Data CollectionTechnique

There are two kinds of data gathered in this study, those are: the quantitative data and qualitative data. The quantitative data shows the finding of students' ability in reading comprehension in terms of the mean score that could be reached by the students from the pre-test until the post-test of every cycle. These data are shown in the form of table and interpreted descriptively with the support of the qualitative data are taken from the observation journal and the observation sheet made by the researcher in every session of both cycle, and from the interview give to the students after the action take place.

The techniques of data collection are presented as follows.

1. Observation

The observation is used to find out the crucial factors and achieve process validity. It is held through the teaching and learning process in the classroom.

2. Interview

The interview is also used to find out crucial factors and achieve process validity. It was carried out in the beginning of the research.

3. Test

The test is administered before and after the action. It is used in the reflection to obtain the reliability of findings.

E. Data Analysis Technique

The analysis of data is represented by the reflection of the cycles of the research. By doing the reflection, the researcher would have authentic knowledge, which could help the researcher in interpreting the data. The philosophy of action research suggests that an appropriate form of analysis would be through the discussion of criteria and areas of concern as well as isolated instances of behavior (McNiff, 1988).

Miles and Huberman (1994) state some steps to analyze an action research data of which most of the data are in form of words, sentences, phrases, and other expressions: 1. Coding the data in order to make it easier to be analyzed, 2. Eliminating the unneeded data in order to keep we focus on the primary data, 3. Presenting the essential and supporting data in the research finding, and 4. Drawing conclusion.

F. Indicators of Success

The indicators of success about this research are presented as follows.

1. Students' increase of students' involvement, interest, motivation, and confidence is considered significant if they are enjoying the lesson, paid

the attention on tasks carefully, participating the actively during activity in teaching learning process.

2. Students' improvement in reading competence and performance is considered successful if there are more students achieving the ideal mean of reading performances from cycle to cycle.

G. Validity and Reliability Data

The validity of the data is established by fulfilling the democratic, outcome, process, catalytic and dialogic validity (Anderson in Burns, 1999: 161-162). In this research, the data validity was assessed by considering the result of the action by looking at the success, the failure and the problems of the action.

To get the democratic validity, the English teacher and the students are given chance to give their ideas, suggestion, and comments about the implementation of the research. The teacher and the students are interviewed about their ideas, suggestion, critiques, and comments after the action. Their opinions are used to improve the next action plan.

Outcome validity was related to the result by the research. That was how far the action that has been implemented could solve the problems. This validity ensured by the result of the actions.

To assess the process validity, triangulation technique is done by gathering accounts of the teaching-learning situation from two quite different points of view, namely the teacher and students to avoid the bias that

happened. Meanwhile, the catalytic validity would be assessed by giving chance to the teacher and students to deepen their understanding on the changes of the social realities of the context.

Finally, the dialogic validity has been done by doing dialogue with the English teacher and students to improve the next action. The dialogic validity is used to determine the success and weakness in the action.

In order to ensure the reliability, the different methods are used to get the same data of teaching and learning process of reading by using reading test, observation, interview, and photograph. Then the data from the observation are compared with the data from the interview, and the photograph.

H. Procedure of the Research

The action would be conducted in two main procedures, they are: reconnaissance and action.

a. Reconnaissance

The first step was conducted to determine the thematic concern of the research. Through class observations and interviews with other research team members, the researcher would identify the problem in the field. Then, the problems would be finally selected from in depth discussion about the problems feasible to be solved with other research team members.

b. Action

a. Planning

The researcher and the other research team members would discuss some actions that would be implemented in the class.

b. Implementing actions

If the plan have been agreed by the English teacher, the headmaster, and the students, the researcher would carry out the actions in the class. The agreement would be achieved through interviews and also discussion with other research team members.

c. Evaluation

During the process of the implementing actions, the researcher would make some notes about how students react on actions and some obstacles in implementing actions. Then it would be consulted with the headmaster and the English teacher. Their evaluation and analysis of the actions can possibly improve next actions.

d. Reflection

In the reflection, there are discussion and evaluation of the implemented action. All of the members would involve discuss of the effectiveness of action as well as the problems happen in the classroom during the implementation of the action. The evaluation will use to write the report of the action research and show the effects of the action in the students' comprehension.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the process of research, its finding and discussions. There are four sections. The first section presents the reconnaissance steps. The second part contains the report of actions and discussions including the plans, actions and observations and reflections. The third part reveals the result of the students' score in reading comprehension tests.

a. Research Procedure and Findings

This research was action research that tried to know the actual actions which can improve the reading comprehension of the students. It was conducted in class 7A which involved the researcher herself, the English teacher and the students of class 7A. The study was conducted based on the steps that had been previously planned. The following are the reconnaissance steps and the actions implemented in the steps of this action research. This research focused on planning, identifying, implementing, and evaluating any feasible actions that can improve their reading comprehension. To improve the process of reading teaching and learning, the researcher focused on using an English teen magazine.

In identifying the problems, the researcher determined them based on the observation that had been done before the teaching and learning process and the

interview with the English teacher. Then, the researcher proposed the possible solutions in order to overcome the problems. In planning the research, the researcher designed some actions related to the material. In this research, the English teen magazine was used as the material to improve the reading comprehension in class VII A of SMP N 1 Mlati in the second semester of the academic year of 2013/2014. During the implementation, the researcher and the English teacher monitored the students and the conditions of the teaching and learning process to get understanding about the students' responses and the impact of the actions. After doing the actions, the researcher made some reflections on each cycle. It was done to evaluate the successes and problems which emerged during the action.

This chapter will present the process of the research conducted in Cycle I and Cycle II, the result of the research, and the interpretation of the finding. There are two findings gathered in this study, quantitative findings and qualitative findings. The quantitative findings obtained during the research to support the qualitative findings.

a. Reconnaissance

The step before conducting the research was reconnaissance. It was identification of the problems by conducting observations and interviews. In this

step, the researcher observed and identified the problems that occurred in the teaching and learning process in reading.

1. Identification on the Field Problems

The researcher started the research on January 9, 2013 at the seventh grade to observe the classroom activities and hold some interviews with the students and the English teacher. The observation was done in order to get information of the condition in the teaching and learning process of reading in class and the problems followed before doing actions.

Date : Tuesday, January 9 th 2014 Place : Class VII A of SMP N 1 Mlati Time : at 10.00 a.m – 11.20 a.m.
Tuesday, January 9, 2014 the researcher did the observation in VIIA class. The researcher arrived there at 8 a.m. The researcher entered the classroom with the English teacher after the bell rang. The English teacher came out from the class and invited the researcher to come to the VIIA class. But, there was a teacher in the class. So, they waited for a moment. When the teacher came out, the English teacher and the researcher came in. The English teacher greeted the students in English, “Good morning everybody!” The students answered, “Good morning Mom. Dewi.” Then the English teacher asked “How are you today”. “I’m fine. Thank you and you?” asked the students. “I’m fine too, thank you” said the English teacher. The teacher pointed one student to lead for playing. Then, she asked the students about their holiday. She asked who is absent, then she called student’s name one by one. She asked students, whether they remembered what they have learnt in the previous meeting. After that

the English teacher introduced the researcher who sat in the back of the class.

The English teacher asked students to open their LKS (*LembarKerjaSiswa*). Then, she asked them to learn about expression of asking for help on page 37. Some students did not pay attention to their English teacher. Some of them also did not bring the LKS. The English teacher asked them to borrow the book from other class. Then the English teacher explained the material and asked the students to translate the text into bahasa Indonesia. The teacher asked the students to practice some expressions with their classmates. The class was noisy when she asked the students to do the activity. After giving the activity, she was busy with her own activities in her desk. Then the English teacher asked the students to do the tasks individually below the text.

The students did the tasks lazily. In addition, the teacher did not control the students' work whether they had difficulties or not. The students opened the dictionary to understand the difficult words by themselves. Suddenly, the teacher asked the students whether they have finished or not in doing the tasks. The students answered "not yet" to the teacher. There were only some students who did the tasks while the others just looked at their friends' works. The teacher herself did not pay attention to her students. She looked hard to manage the students.

The teacher didn't walked around to see the students' work. She asked to the students to submit their LKS on the table and changed with their friend. Then, she started to discuss the questions together with the students. The teacher asked the students to read the answers for each question while she helps the students with the correct answers.

The teacher gave feedback directly. After they finished reading all of the answers, the teacher asked the students some more questions about the texts. If one student could not answer the questions, the teacher would ask the other students.

When the teacher was busy with the students in front of the class, the other students were noisy in doing their own activities. Because the classroom cannot be well controlled, the teacher look like cannot allocate the time well. The students talked to each other and did not pay attention to the teacher's explanations. Finally, after did some activities, the students were given homework from the LKS. She asked the students to do the exercise on page 42 and would be discussed next week. The teacher closed the lesson and left the classroom with reminded them to study for the mid semester. Finally, she pointed one student to lead praying and closed the class by saying, "Have a nice day, see you."

From the result of the interview and observation, the researcher found that students had some problems in reading activity in the class. The problems are presented in the following table.

Table 1. Field Problems in the English Teaching and Learning Process in Class VIIA of SMPN 1Mlati.

No	Field Problems	Code
1	The students had difficulty in understanding reading passage	S
2	The students got bored with the classroom activities	S
3	The students lacked vocabulary and grammar in understanding texts	S
4	The students liked having a chat with their friends during the learning process	S
5	The students were not enthusiastic to read English texts	S
6	The students did not pay attention to the teacher	S
7	The reading tasks given to the students were monotonous	M
8	The materials were taken from LKS	M
9	The teacher did not use a proper technique for teaching reading	TM
10	The teacher did not ask the students to understand the text	T

11	The teacher did not pay attention to all students	T
12	The teacher rarely using the media in teaching learning process	T
13	The students were not motivated in doing the tasks	S

Note: S: Students M: Material T: Teacher

2. Selecting the Problems based on the Urgency Level

After the field problems were identified, the problems were identified related to the urgency level was done. As stated in the Chapter 1, this research only focused the study on improving the reading comprehension using the English teen magazine. The researcher and the English teacher worked collaboratively to identify all problems and choose the important problems that influence the English reading comprehension in the teaching and learning process. They tried to select the identified problems based on the most urgent problem in the teaching learning process.

Table 2. The Most Urgent Problems in the Teaching and Learning Process of Reading in Class VII A of SMPN 1 Mlati.

No	Field Problems	Code
1	The students could not comprehend the reading text well.	S
2	The students got bored with the classroom activities	S

3	The students lacked vocabulary in understanding texts	S
4	The students were not enthusiastic to read English texts	S
5	The students did not pay attention to the teacher	S
6	The reading tasks given to the students were monotonous	M
7	The teacher did not use interesting media	T
8	The materials only taken from text book and the LKS	M

(Continued)

(Continued)

No	Field Problems	Code
9	The materials were not interesting and varied	M
10	The students had low motivation in reading	S

Note: S: Students M: Material T: Teacher

3. Identify of the Feasibility to Solve the Field Problem

In this step, the field problems were selected by the English teacher and the researcher based on the feasibility of the problems to be solved. By considering the time, they selected the problems in the teaching and learning process which were the most solvable. Those problems were identifying as follows:

Table 3. The Most Feasible Problems to be Solved in the Teaching and Learning Process of Reading in Class VII A of SMP N 1 Mlati.

No	Field Problems	Code
1	The students could not comprehend the reading text well.	S
2	The materials were not varying.	M
3	The teacher did not use interesting media.	M
4	The students had low enthusiasm in reading, especially when they find difficult vocabulary.	S
5	The students had low motivation in reading.	S

Note: S: Student M: Material

4. Pre-requisite Analysis

After determining the feasible problems needed to be solved, the research members did a pre-requisite analysis. They selected the feasible problems into prerequisite order. It aimed to find the cause-effect relationship between the problems and the action implemented. They agreed that the teaching method used in the teaching and learning process became the major problem influencing other problems. The teacher only asked the students to translate the texts. Also, the teacher did not provide the variation of the text. As a result, some students were not motivated to take part in the teaching and learning process. They allocated less energy and their involvement in doing the assignment.

5. Determining the Actions to Solve the Field Problems

Based on the identification of the most important problems that needed to be solved soon and discussion among the research members, the research members agreed that those problems were related to the students' involvement in reading. Students' involvement is an important aspect that influences the students' success. Because of this, the research members wanted to improve the students' involvement in reading through interesting ways. Based on the agreement between the researcher and the English teacher, the actions that would be implemented were as follows:

Table 4. The Actions to Solve the Field Problems

No	Actions
1.	Implementing English teen magazines
2.	Using the proper steps in teaching reading

6. The Relationship between the Field Problems and the Actions

After the actions had been designed, the researcher related the field problems to the actions designed. The following table showed which field problems could be solved with the actions that had been designed by the researcher.

Table 5. The Relationship between the Field Problems and the Actions

No	Problems	Actions
1.	The students could not comprehend the reading text well.	Implementing an English teen magazine
2.	The materials were not varying.	

3.	The teacher did not use interesting media.	
4.	The students got bored with the classroom activities	Using the proper steps in teaching reading
5.	The students had low motivation in reading.	

To solve problem 1, 2 and 3 the researcher implemented the English teen magazine. The activities inside by using teen English magazine were various and interesting. There were class think time, pair work, team discussion and class sharing. By combining the whole aspects, the English teaching and learning process would be better. This helped the students to have self-learning and built up their motivation.

To solve problem 4, 5 the researcher tried to use the proper steps in teaching and learning reading. Concerning the problem in students' boredom in the teaching and learning, the researcher planned to use the proper steps. The proper steps make the teaching and learning atmosphere interesting such as beginning the lesson with discussion between teacher and students.

b. The Process of the Research

In this part, the researcher presented the result of the action which consist two parts namely Cycle 1 and Cycle 2. Every cycle consisted of three meetings and it discussed about the plan, action and observation, and reflection.

B. The Implementation of the Action in Cycle 1

1) Planning

The field problems found were used the bases to formulate the actions and to solve the problems. The teacher gave comments, opinions, and suggestions of each action.

The main problems of the cycle were about the learning material and media. The reading task activitiy and the teacher's technique in conducting the teaching and learning process of reading in the classroom. However, there is the most serious problem is about the material, so after discussing the problem, the researcher and the English teacher decided to use the English teen magazine. By using the magazine, it was expected that were improvements on the students' reading comprehension.

In the second semester, the students were expected to be able to read the texts in the form of descriptive and procedure texts. With reference to the discussion, it was decided that the descriptive and procedure texts were the genre text types implemented in the study. The other actions were presented below.

1. Meeting 1

The plans of first meeting are presented as follows:

- a. Understanding the various information of descriptive text,
- b. Identifying the grammatical words on the descriptive text.
- c. Identifying simple present tense, adjective, adverb.

2. Meeting 2

The plans of second meeting are presented as follows:

- a. Stating the main idea on descriptive text,
- b. Restating the social purpose from descriptive text.

3. Meeting 3

The plans of third meeting are presented as follows:

- a. Identifying the meaning of words from the procedural text,
- b. Finding the information from the procedural text.

4. Meeting 4

The plans of fourth meeting are presented as follows:

- a. Identifying the signal words of procedure text,
- b. Using evidence to state to true/false statements on the procedure text,
- c. Arranging the sentence of the procedure text.

The researcher also planned to use the proper steps of teaching reading. It was intended to introduce the students with the strategies of effective reading comprehension and tactics to tackle English texts. This action was using the genre-based approach. One widely accepted classroom application of teaching English using the genre-based approach is the “teaching and learning cycle” or also referred to as “the curriculum cycle”. This cycle consisted of four main stages; they are building knowledge of field, modeling of text, join construction of text and independent construction of text. It aims to provide support for learners as they go

through each stage of the cycle. The following elaboration of the teaching and learning cycle is adapted from Paltridge (2001).

The two actions above were used together with the English teen magazine. It was expected that the students would be interested in reading English texts and they could easily memorize the difficult words in order to comprehend the texts well. Besides, it was also expected that the teacher could create meaningful teaching learning activities in the classroom.

2) Action and Observation in Cycle 1

The actions were done four times on March 15th, April 3rd, April 5th, and April 12th 2014. There were also four actions done in this cycle. The schedule of Cycle I can be seen in the table below:

Table 6: **The schedule of Cycle I**

Meeting	Day and Date	Time	Material
1	Saturday, March 15 th 2014	2x40 minutes (08.20 a.m.–09.55 a.m.)	<i>“Having fun Tangerang”</i> (Descriptive text)
2	Thursday, April 3 rd 2014	2x45 minutes (07.40 a.m.–09.00 a.m.)	<i>“Raisa”</i> <i>“Pancong”</i> <i>“my dog”</i> (Descriptive text)
3	Saturday, April 5 th 2014	2x40 minutes (08.20 a.m.–09.55 a.m.)	<i>“Cup Cake”</i> (Procedure text)

4	Saturday, April 12 th 2014	2x40 minutes (08.20 a.m.–09.55 a.m.)	<i>“Multipurpose”</i> (Procedure text)
---	--	---	---

They were providing reading tasks or applying different ways to organize the reading tasks, creating interesting learning media to support the students in understanding the difficult words, and using the proper steps of teaching reading. In this study, the researcher acted as the teacher and the English teacher as the observer. After the action had finished, she obtained the opinion from the teacher and the students. The description of the study was presented as follows:

1) Meeting 1

The actions were carried out three times, on Thursday, March 15 2014. The genre of the text was descriptive text. The researcher entered the classroom together with the English teacher as a collaborator after the bell rang. In this cycle, while the researcher implemented the action, the collaborator took notes on the back of the class to observe the teaching and learning process. The researcher began by greeting the students in the class.

“Good morning everyone. How are you today?”

The students responded together.

“I’m fine thank you, and you”

After answering the students, the researcher asked the students to say a prayer together before beginning the lesson. Then, she checked the attendance. The researcher also introduced herself as an English teacher for several meetings.

The researcher described her boarding house as an example and that day they would learn about the descriptive text. Then the researcher wrote 'The descriptive text' on the whiteboard. "What is the descriptive text?" asked the researcher. "*Untuk mendeskripsikan, Miss*". A student answered. The other students just silent. Then the researcher shared the material about the descriptive text. The researcher asked the students to read a little while the material. Then the researcher explained the material.

(Source: Field Notes VII, March 15th2014, see Appendix A)

After the students got some points, the researcher continued to explain the material, the researcher gave the texts entitled *having fun in Tangerang*. In the pre reading activity, the teacher gave some questions related to the students' knowledge and experiences, the pictures and the titles of the text. The researcher guided the students to answer the questions orally. Then the researcher asked the students to look at the text, the students were enthusiastic with the title. One student said, "*Wah, aku pernah kesana Miss?*" and then the teacher answered "Can you tell me what does the building looks like?" The student answered "*Ya bagus pokonya miss, bangunanya bagus*"

After that, in the while reading activity, the students were expected to find the general information and specific information from the text. While the students were reading the text, the teacher asked them to practice guessing that was predicting the meaning of unfamiliar words in the text. The students opened the dictionary.

The students were able to find the meaning of the difficult words. They predicted the difficult words through opening the dictionary. They were also guessing the meaning by looking at the contexts.

In the first meeting, the students were given the descriptive texts that show the kinds of places in Tangerang. Besides, the uses of reading tasks were used in every meeting. The reading materials were in the form of handout which is about of the familiar places in Tangerang and some reading tasks in both oral and written forms. The oral tasks were used to know how far the students knew the topic of the texts, while the written tasks were used to check the students' understanding of the texts. The written tasks were provided in the form of questions and answer section in order to help the students identify the specific or general information from the texts.

In the first meeting on March 15th 2014, the oral tasks were given before the students read. This was done to brainstorm the students' knowledge about the describe places. In addition to this, the students were asked some questions written in the handout but the students should answer them orally.

From the warming up activity above, the teacher could know the background knowledge of the students. Most of the students had already known about Tangerang city. It meant that the students had background knowledge about the example of famous places that can be describe.

The next step for teaching and learning reading was modeling and deconstructing of the Text. This stage focuses on introducing particular genre through a model of text that deals with the field that the students have already explored in the stage of building knowledge of field. Through the model text, teacher and class work together exploring the cultural context, social function, schematic structure, and linguistics features of the text were using spoken language to focus on written text. The tasks were about sentence structures, the researcher gave the tasks about the use of simple present tense, and adjectives in the form of table. After that, the students have to answer the following question based on the each text. Some students could answer the questions, although some students could not.

Sementara, untuk kegiatan melengkapi tabel of the simple present tense, adjective, siswa bisa mengidentifikasi dengan baik. Hanya saja siswa masih terlihat kesulitan menemukan kalimat yang menggunakan simple present tense. Setelah berkeliling mengecek beberapa pekerjaan siswa dan membantu mereka untuk menyelesaikan tugas. **(Meanwhile, for the activity of completing the table of simple present and adjective. The students were able to identify them properly. There were some students who found obstacles in finding the sentence that use simple present. After checking the students' work, the researcher help them to solve the problem)**
(Source: Field Notes VII, March 15th2013, see Appendix A)

After the students got some points, the researcher continued to explain the materials. She let the students ask questions when they had not known yet. As the last tasks, the researcher asked the students to have a discussion and did the group solving the worksheet from the handout and presented their discussion to the other groups.

The next step is Joint Construction of the text (JCOT). In this step, when students are already familiar with all of the features of a particular genre, teacher and students work together to construct texts that are similar to the text that have already being learnt in the previous steps. In constructing the text, attention should be paid to the schematic structure, linguistic features and knowledge of the field of the text. After the students finished doing the discussion, they submitted their worksheets. The researcher asked students' opinion about the class from the beginning until closing. At last, the researcher ended the class and said goodbye to the students. It is described in the field note below.

Then the researcher asked "What do you learn today?" The students said that they learned descriptive text, present tense, adjective and group work. Then the researcher said goodbye and left the class with the English teacher. (Source: Field Notes VII, March 15 th 2014, see Appendix A)

They also drew the conclusion from the material given. At last, the researcher ended the class and said goodbye to the students.

2) Meeting 2

The second meeting was on Friday, April 3rd 2014 at 07.20 a.m. – 09.00 a.m. Before entering the classroom, the researcher met the English teacher in her office but she was still talking to the other teacher. The researcher asked permission to the English teacher to come to class VIIA.

While entering the classroom, the researcher saw the students had been ready for the lesson on the time. Then, she greeted the students and began the lesson by saying prayer. After that, she checked the students' attendance. Two students were absent at that time for the sport activities represented the school. After having the attendance, the researcher remained the previous meeting.

The researcher explained the main idea of the descriptive texts. The researcher gave the example about the main idea of the descriptive text. The researcher also explained the use of present tense. For checking the students' understanding of the structure of simple present tense, the researcher asked the students to do the exercise from the handout.

In practice, many groups wrote the main ideas in phrases. They were still confused about how to find main ideas. Then, the teachers came to some groups to give feedback.

(Appendix A, Field Notes VIII, April 3rd2014)

Then, the students were asked to do the tasks from the handout in groups. They had to do the group worksheet. The students could discuss together to share the ideas. They might also consult the dictionary in the discussions to comprehend the texts better. In the post reading activity, the students were asked to present their discussion to the other group.

In the discussion, the students were active in expressing their answers. Although they did not give correct clues, they had done the discussion well. Some students used Indonesian to answer the questions because they did not know English well.

They could work together with their friends. However, there was a student who could not apply the principle of cooperative learning. It is described in field notes below.

Students were given 10 minutes for discussion with their pairs. Then, they discuss with their group. Almost all students had discussions. Some students joked with their friends. Any of them looked around to the other group. They also discussed with other pairs and groups. Some students asked the researcher about difficult vocabulary. The class was noisy and uncontrolled.
(Source: Field Notes VIII, April 3rd2014, see Appendix A)

As soon as the students finished doing the activity with their pair, the researcher asked them to have a discussion with their group. Then they asked them to share their work with the whole class. The researcher allowed the students to raise their hands and give their opinion. At the first time, the students were passive and hesitant. They were pointing to each other. Then four students raised their hands. The researcher asked them to present their work. This situation led to noise. That is why the researcher needed to control the class. The researcher managed the discussion by giving the chance to another group when the first group could not answer correctly. It is described in the field notes below.

After the groups finished their discussion, the students shared to the researcher and the whole class. Four students raised their hand to represent their group. One group presented one texts. The other group might give opinions. The discussion finished when the bell rang. (Source: Field Notes VIII, April 3rd, 2014, see Appendix A)

In this final step, students are ready to work independently to comprehend their own text within the chosen genre. Teacher can let students to work on their own. In other words, teacher should minimize their support, scaffolding and interference on students learning process. It will provide students with the opportunity to show their ability to comprehend a text that has schematic structure, linguistic features and knowledge of the field in accordance with the genre that is being studied.

The students did an individual test that consist of 15 multiple choice form. Then, the researcher delivered the question sheet and answer sheet to the students. The English teacher left the class when all students got the sheet. The researcher asked the students to do the test seriously. When the bell rang, the student started to do their test. They did the test orderly. Forty minutes later bell rang. All students stopped doing and collected the answer sheet to the researcher.
(Source: Field Notes VIII, April 3rd, 2014, see Appendix A)

In the middle of the test, there was a student cheating. It could be seen in the field note below.

There was a student trying to squint the work of his friend. The researcher just smiled and kept watching at him. The student realized that he was being observed. Finally he stopped cheating and tried to do the test by himself.
(Source: Field Notes VIII, April 3rd, 2014, see Appendix A)

The students did the test seriously. They read the questions more than once and reviewed their answer before submitting to the researcher. The time was up, the researcher asked the students to submit their work. After all students submitted their work, the researcher ended the class. Individual improvement points were calculated as soon as possible after the test. After giving score on the students' test, the researcher calculated the improvement point from each student.

3) Meeting 3

The third meeting was on Saturday, April 5th 2014 at 08.20 a.m. until 09.55 a.m. The researcher focused on improving students' reading comprehension of a procedure text. As usually, the researcher started the class by saying a prayer. Then, she greeted the students and checked the students' attendance. After that, she gave the general apperception about the material that would be learnt by the students.

Then, the teacher gave apperception to the students and told them that they were going to learn about favorite food. In that meeting, the researcher taught the procedure text. She found that the students were enthusiastic hearing that topic. In fact, it could improve their enthusiasm in reading the text.

The first step was Building Knowledge of the Field (BKOF). The researcher led the students into material by using some questions and clues. She did not directly explain the material. This stage focuses on introducing particular genre through a model of text that deals with the field that the students have already explored in the stage of building knowledge of field. It is supported by the field note below.

The researcher tells about how to make orange juice as an example of the procedure text. Then the researcher wrote 'the procedure text' on the whiteboard. "What is procedure text?" asked the researcher. "*Cara membuat sesuatu*, Miss". A student answered. The other students just silent. Then the researcher shared the material about the procedure text. The researcher asked the students to read a little while the material. Then the researcher explained the material.
(Source: Field Notes IX, April 5th, 2014, see Appendix A)

After the students got some points, the researcher continued to explain the material. She let the students ask questions when they had not known yet. She also gave questions in the middle of explanation in order to raise discussion. This condition sometimes created noise because every student wanted to show their opinion. The researcher needed to repeat her instruction in a loud voice. She also asked the students to stay on their desks. Finally, the students wanted to minimize their noise. Then, the students were asked to draw the conclusion from the material given.

The researcher also asked the students to write down the difficult words. She explained again that the students had to understand the text when they dealt with the difficult words. If they still found difficulties, they might ask the teacher. Those difficult words that were written were from each student in the group. It meant not all the words written by the students were not known by all students in the group.

It was observed that the students found the meaning of the difficult words from their friend in the group. Some of the students were still confused about how they found the meaning of difficult words. Then, they called the teacher to help them in clarifying the meaning.

This can be seen from the extract of Field notes 6.

R came in one group and saw the group was writing down the word 'exhausted'.

S asked: "What is the meaning of that word Miss?"

R answered: "Okay, please read the text and then look at the picture of it, after that you might know the meaning?"

S asked: "Uhm, maybe it is for Miss?"

R answered: “That’s right!”

Then, R continued to come in another group and found the students were writing ‘muffin pan= pemanggang kue’.

From this activity, it was seen that the students found the meaning of the difficult words by looking at the picture of magazine.

(Appendix A, Field Notes IX April 5th, 2014)

Next, the researcher asked them to begin reading and did other activities. While they were reading, they wrote the difficult words of the text and found the meaning by using the dictionary. In this activity, the researcher provided the questions that should be answered by the students. The students had to read the text and then answer the questions based on the text working in pairs.

In the team work, some students were busy with their business. Because they sat on the back row, they thought that the researcher did not pay attention to them.

The field note below describes the action.

The students looked around to their friends when they did the activity. They were not only discussing with their pair and group but also with other pairs and groups. Some students asked the researcher about the difficult vocabulary. The class was so noisy and uncontrolled.

(Source: Field Notes IX, April 5th, 2014, see Appendix A)

For the last activity, the students were asked individually to identify the five statements given, still from the same text, “Cup Cakes”. This was the Independent Construction of the Text (ICOT) activity. The students also had to give supporting sentences from the text to support the answer given whether the statement was true or false. In this activity, most of the students answered them properly as well as gave the

supporting sentence for each statement. As the time was up, the researcher asked them to submit their work. In some minutes, the researcher ended the lesson by saying a prayer.

4) Meeting 4

The fourth meeting was conducted on Saturday, April 12th, 2014 at 08.20 am. – 09.55 am. The teacher still focused on improving students' reading comprehension of a procedure text and building interaction between the teacher and the students, and among the students. In this meeting, most of the students still remembered the previous lesson. As it was very noisy in the class, the researcher greeted the students. Then, they were silent. The researcher started the class by saying a prayer and checked the attendance. After that, the researcher told them that there would be credit points for active students. In this activity, the teacher was helped by the collaborator to observe the active students and to count the points.

For the last activity, the researcher gave them another worksheet containing some questions in the form of multiple choices related to the text. That worksheet was used to know whether the students still remembered or not about a procedure text that they ever learned with English teacher.

Having made sure that all of the students done the worksheet, the teacher asked a volunteer to present his/or her work in front of the class. There were some students who raised their hand. Then, the researcher asked them to do it turns. They

looked very proud and confidence to show their work. When a student came in forward and presented the result of their work, other students paid attention to her/him. The researcher gave chances to other students to give comments or questions. There were some students who asked questions. During the activity, the researcher started giving points for the active students. From the activity, the researcher found that the students had understood the text well.

In this meeting, the teacher had many students to present the result of the work. During the activity, the students were encouraged when they were given credit points. They were active to ask questions. Some of them shared about main ideas. When the teacher asked them to answer question related to the details information, some students answered confidently. Then, teacher announced the most active students in this meeting. The students who active were very happy and they shouted. Then, the researcher asked them to summarize the lesson at that day. She ended the lesson by saying a prayer.

3) Reflection of Cycle 1

After implementing the actions, the researcher and the collaborator discussed the actions. They reflected the actions and found out whether the action was successful or unsuccessful. The discussion was done based on the observations in the teaching and learning process, opinions from the students and the teacher. All opinions were collected.

The implementing of English teen magazines in this cycle is to improve reading comprehension by doing some task and providing varieties of texts. The students showed their interest in learning using magazine. The text from the magazine was not boring because there were pictures that made more attractive. The students showed their interest in the material given. This can be seen from the extract of the interview transcript below.

P : Seneng ngga, tadi belajar pake teks yang dari majalah? Did you like to learn using the text from the magazine?

(Did you like to learn using the text from the magazine?)

S : Iya lebih jelas. Terus ada gambarnya.

(Yes, it was clearer and there were pictures on it)

P : Kalau materi yang saya sampaikan paham nggak?

(Do you understand the materials?)

S : Paham..

(Yes, I do.)

P : Ngerasa lebih asyik belajar pakai majalah?

(Did you feel more interested in learning to use the magazine?)

S : Iya. (mengangguk)

(nodding)

(Interview 11. April 10th 2014, see Appendix B)

Most of the students cooperated with the other friends in a pair or group. It can be seen from the observation that was done by the English teacher and the researcher. They observed that the students more enjoyed the task.

The use of proper steps of teaching reading was finished in every step of conducting the activity for the students, starting from Building knowledge of the

Field (BKOF), Modeling and Deconstructing of Text (MOT), Joint Construction of text (JCOT) and Independent Construction of Text (ICOT). The teacher's steps of teaching reading with the materials given were understood about the text. The students seemed to understand better and be enthusiastic in reading texts from the tasks given by the teacher.

Using the proper steps of teaching reading was intended to introduce the students with the strategies of effective reading comprehension and tactics to tackle English texts.

C. The implementation of the actions in Cycle II

1) Planning

After having agreement with the English teacher, the researcher did Cycle 2 on Thursday, April 17th, 2014; and Saturday, April 19th, 2014. Based on the reflections in Cycle I, the researcher found that the English teen magazine could improve the students' reading comprehension and students' vocabulary mastery. However, the researcher found that there were some aspects that needed to be improved. The researcher found that many students were less motivated during the class discussion. Therefore, the researcher and the English teacher discussed to choose other actions to improve the students' motivation.

Then, they agreed and planned to implement the actions in Cycle II. They also decided to add new actions to improve the students' motivation during the teaching

and learning process of reading. In order to this, the researcher applied the reward and punishments to make the students are motivated in the teaching learning process.

The group which finished first would be the winner. They were given pens as the reward. This activity was done to make the activities more interesting and challenging them. The students would be happy and enjoyed the activity. This activity also made the students more seriously in doing the activity.

1. Meeting 5

The plans of the fifth meeting are presented as follows:

- a. Defining the detail information of descriptive text,
- b. Restating the social purposes of the descriptive text,
- c. Classifying the statement based on the descriptive text,
- d. Identifying the references for pronouns of the descriptive text.

2. Meeting 6

The plans of the last meeting are presented as follows:

- a. Defining the detail information from the procedural text,
- b. Classifying the synonym and antonym in the form of procedure text,
- c. Classifying the statement based on the procedure text.

2) Action and Observation in Cycle II

The actions were done two times on April 17th 2014 and April 19th, 2014. There were also two actions done in this cycle. The schedule of Cycle II can be seen in the table below:

Table 7: The schedule of Cycle II

Meeting	Day and Date	Time	Material
5	Thursday, April 17 th , 2014	2x40 minutes (08.20 a.m.–09.55 a.m.)	“ <i>Selena Gomez</i> ” “ <i>Malela Waterfall</i> ” (Descriptive text)
6	Saturday, April 19 th , 2014	2x45 minutes (07.40 a.m.–09.00 a.m.)	“ <i>Personal Style for your note book</i> ” “ <i>Cheese Omlete</i> ” (Procedure text)

5) Meeting 5

The fifth meeting was conducted on Friday, September 7th 2013 at 07.20- a.m. – 09.55 am. The teacher started the lesson by greeting the students. Then, she led a prayer and checked the attendance.

After that, the researcher gave apperception to the students. Then, it was continued with the teacher’s presentation. In the beginning, she got students’ attention up by asking the previous material. She did not point someone but let the students answer voluntarily. It is shown in the quotation below.

“Do you remember what we have learned in the previous meeting? *Masih ingat tidak apa yang kita pelajari kemaren?*” The researcher asked to begin the lesson. “Descriptive text, Miss!” The students answer.
(Source: Field Notes XII, April 17th, 2014, see Appendix A)

Then, the researcher continued giving question to digging the students' knowledge. The students didn't have difficulties to get the material. They enjoyed the teaching and learning process. They were involved in answering questions and giving their opinion. The description can be seen below.

"Have you ever been to Baron Beach? *Kalian pernah ke Pantai Baron?*" All students answered "*Pernah!*". Then the researcher asked "Where is it?". Some students answered "Tanjungsari." "Okay, good. How does Baron Beach look like? *Seperti apa bentuknya?*" the students looked confusing to answer the question. Then a student answered "*Ada sungainya Miss?*". "Okey. There is a river in the right side of the beach. *Ada lagi?*" "*Dikelilingi batu karang*" the other student answered. "In English please." Asked the researcher to the student. "*Mm dikelilingi itu apa Miss?*" that student asked. "Surrounding." The researcher answered. "Mm .. Surrounding stones." The students answered smilingly. Then the researcher corrected the answered "It is Surrounding by long and hard coral. *Jadi dikelilingi oleh karang yang panjang dan keras. Jadi itu semua deskripsi dari Pantai Baron.* Now, I will give you a paper. Please read it carefully." The researcher gave the material and asked the students to read it.

(Source: Field Notes XII, April 17th2014, see Appendix A)

After finishing the material, the researcher gave worksheets for students. The students were asked to answer the questions by discussing first and writing down the answers. They cooperated with their friends in solving the problem.

The next step is about grouping activity. In this time, they got group names from characters in famous cartoon "SpongeBob Square pants". The researcher also gave co-card for every student and nametag for each group to help her in recognizing the active students and groups. The researcher asked each group to make yell using their ideas and creativity. So, it motivated students to be active in reading activity.

The discussions ran naturally. The students became independent and had a curiosity in reading. They had good interaction among the students. They had discussion to find detail information of the text. Next, the teacher asked volunteers to come to present their work and started giving points for active students. Then, they wanted to continue learning English and had another activity. The teacher gave a text again and some questions related to the material. The students worked individually by showing their enthusiastic in reading magazine. After all students finished, the teacher discussed the activities together with the students.

Then, the teacher guided them to summarize the lesson that day. Having made sure that the students did not have any question anymore, the teacher announced the winner of the most active students and gave them prizes. They were very glad to hear that. It was found that giving credit points to the students could increase their motivation during the teaching and learning process of reading. Next, the teacher ended the lesson by saying a prayer.

6) Meeting 6

The sixth meeting was conducted on Saturday, April 19th 2014 at 08.20 a.m. – 09.55 a.m. In this meeting, the teacher focused on improving the students' reading comprehension by using the same technique and students' motivation by giving rewards and punishment.

The researcher entered the classroom and greeted the students. Then she began the lesson by saying a prayer together. After that, the researcher started the

lesson. Then, she gave apperception to the students about handicraft. Then, the teacher reminded them about the procedure text.

Next, the teacher asked them to begin reading and did other activities. The teacher did not guide them in each step so that the activity on reading could run naturally. While they were reading, they wrote the difficult words of the text. The students tried to find the meaning of the difficult words.

Having made sure that all students finished reading, the teacher started to lead the class discussion. Then, the teacher told them that they were going to read a procedure text with their classmate. The researcher asked volunteers to come forward. Then, asked them to present in turn and she did not forget to give points to the active students. During the class discussion, there were only few students who were active in this meeting. That was because they had sport that day and they felt very tired. Even some of them said sorry to the teacher.

*Then, the researcher asked volunteers to present the result of the discussion. **The students seemed not interested in that activity.** She asked them “Are you tired?”. All students answered “Yes miss. **We are really tired after doing sport. So sorry miss if we annoy you**”.*

(Appendix A, Field Notes XIII, April 19rd 2014)

As the teacher knew the condition of the students, they gave a song to solve the problem. In fact, it was successfully to make student fresh and happy. It was ten minutes left.

In order to make the students learn seriously and enthusiastically, the teacher applied the reward and punishment. The students worked more in the team study. Every group was given two worksheets. The researcher reminded the students to write down the group name. There was a text with some tasks on the worksheet. The students were asked to answer the questions by discussing and writing down the answers completely. This task involved students' reading comprehension, such as question answer and identifying the true false statements based on the texts. The group who was finished their work early would be got the reward. They were more enthusiastic when they got the reward and would be avoid the punishment.

The researcher gave two kinds of rewards for the team who got highest point in making poster and the team who got highest average score in the test. All students were enthusiastic to know who would get rewards. This piece of field note could describe their enthusiasm.

The students are not patient to know which team would get rewards. There is a student hoping her team becomes the best team, *"Ya Allah, aku mohon, moga kelompokku bisa menang. Please Ya Allah"*.

(Source: Field Notes XIII, April 19th2014, see Appendix 1)

In the view minutes, the researcher gave some review related to the material given. After that she made sure whether there was any question or not about the text. There was not any question at all. They had understood about the text. As what had been done before, the teacher just monitored the discussion, gave feedback to the

students, and helped the students when there was difficulty. The teacher ended the lesson by saying a prayer.

3) Reflection of Cycle 2

The researcher discussed the implementation with the collaborator to have reflection about the actions. The implementation in the second cycle was done in two meetings. It was on Thursday, April 17th 2014, and Saturday, April 19th 2014.

The teacher supported this action because it could highly improve students' motivation. The interview below can describe the teacher's feeling.

R: Researcher; ET: English teacher

R : *Bagaimana menurut pendapat ibu tentang pemberian rewards yang telah saya aplikasikan dalam pembelajaran?* (What about the rewards that I use in the teaching and learning process?)

ET :*Menurut saya ini bagus sekali, membuat siswa menjadi senang. Saya rasa kegiatan tersebut bagus sekali Mbak untuk memacu siswa lebih giat. Jadi kan pas mereka tau misalnya kelompok A mendapat poin paling tinggi pasti kelompok lainnya tidak ingin kalah. Mereka akan memperbaiki kinerja kelompok masing-masing agar pertemuan berikutnya bisa lebih baik. Selain itu siswa jadi tambah semangat belajarnya. Mungkin saya juga akan mencoba cara ini.* (I think the activity is really good to motivate the students. They become more active in the teaching and learning process. When the students know that team A get the highest point, other groups want the same as well. They will improve their teamwork so the next meeting will be better. I think it's really good. It makes the students happy. Besides, they have more spirit to learn. Maybe I will use this method).

(Source: Interview Transcript 29, April 17th 2014, see Appendix 2)

Making group name with famous cartoon names, asking the students to make yell, and giving rewards were very effective in motivating the students to be more active in the teaching and learning process. Making group name with famous cartoon names that was continued by asking the students to make yell built up their togetherness in each group. They felt that they had more spirit in learning when they yelled out theirs. The yell from another group encouraged others. It was in line with student's opinion below.

R: Researcher; S2: Student 2

S2 : *Seneng ini juga Mbak, pas ada yel-yelnya, jadi rame rasanya* (I'm happy when there is yelling, it's really cool.)

R : *Kenapa bisa begitu?* (How come?)

S2 : *Kan yelnya bisa memotivasi kita pas mengerjakan tugas. Pas ini juga Mbak, ada teman kita yang maju. Kita bisa mendukung dengan meneriakkan yel-yelnya.* (It is because the yell can motivate us when doing the task. When our teammate does the task in front of the class, we can support him/her by yelling.)

(Source: Interview Transcript 07, April 17th 2014, see Appendix 2)

Besides that, the implementation of giving rewards was successful in improving the students' involvement during the teaching and learning process, especially in improving their motivation.

Yet, the activities by making group's name with famous cartoon names and asking the students to make yell needed much time. Therefore, the researcher changed them with the activity that was more efficient and more motivating. They did the activity seriously. It is indicated in the quotation below:

When the time was over, the researcher and the students discussed the answered
--

of the activities. The students were enthusiastic. The bell rang, and then the researcher announced that group 5 got the reward that day and no one got punishment because all students were serious.

(Source: Field Notes XIII, April 19th 2014, see Appendix A)

They were more active to join the activity. This situation can be seen in the following quotation:

P : Jadi Eka menikmati pelajarannya?

(So. Do you enjoy the lesson?)

S : Iya. Apalagi kalau pertama selesai mengerjakan di beri hadiah. (Sambil tersenyum.)

(Yes.If the group become the first in finishing the activity, they would get the reward)

(Interview 11. April 21th 2014, see Appendix B)

D. Students' Mean Score

In this part, the researcher shows the result of the students' score as in the pretest and the post test. Those scores were displayed in Table 4.

Table 8: Students' Mean Score

Pre-Test	Post-Test
62.24	83.58

The result of the pre-test and the post-test above showed the difference between the result of the pre-test and the post-test. The mean of the pretest was 62.24. Meanwhile, the mean of the post-test was 83.58. It meant that the mean of the pre-test improved from 62.24 to 83.58 in the post-test. From the result above, it could be

concluded that *AnEnglish teen magazine* could improve the students' reading comprehension in class VIIA in SMP N 1 Mlati.

E. Discussion of the Findings

This subchapter presents the research findings of all actions that had been done in the research. The actions began on March, 15th2014 and ended on April 19th, 2014. As stated before, this research was aimed to improve the students' reading comprehension of the seventh grade students of SMP N 1 Mlati by using an English teen magazine. After all the actions in the research were conducted, there were some points for the finding. Based on the actions, observation, and the reflections, the findings were found as the following.

- a. The use of an English teen magazine was successful to vary the reading materials provided in the course. The students were interested in the text from the magazine. Giving the students various reading activities was successful to make the students able to comprehend the text.
- b. By using an English teen magazine can improve the students' ability in finding the main ideas and detail information. Formerly, the students had difficulties in finding the main ideas and detail information of the texts. It was because they rarely practiced and were taught on how to find the main ideas. By using this, the students were able to find main ideas and detail information.
- c. An English teen magazine is believed to be able to improve the students' motivation in reading. Basically, this material increased the students' curiosity in reading. They were motivated to know the content of the text. However, the

teacher needed to add accompanying actions in improving the students' motivation by giving rewards and punishment to the students.

- d. The topic of the text from the magazine influenced and supported the implementation. When the topic was not interesting for the students, they became lazy and seemed reluctant to read the text. However, when the topic was interesting for the students, they would read the text fast and tried to understand the text /well.
- e. Giving the students variousthe English teenmagazine was successful to improve the students' vocabulary. The students were able to determine the meaning of words by identifying the word in the sentence or the context. It implies that the use of English teen magazines is effective to develop the students' ability in guessing the meaning from the sentence and the context. They also got new vocabulary from the texts that did not exist in the usual course book they read.
- f. The use an English teen magazine was successful to vary the reading materials provided in the course. Most of the students were interested more in reading using the magazine as it was not boring and more varied.

Furthermore, there were some factors that should be considered by the teacher to minimize the problem during the implementation. First, the teacher had to consider the time. The teacher had to manage the time for the each meeting and make sure that the students completed all the activities. Second, the teacher had to select the suitable topic from the text since there were so many topics provided in the magazine. The topic of the text should be related to the level, the suitability, and the practicality.

Also, it could get the students' interest about the topic of the text. The teacher could also simplify or shorten the text related to the proficiency level of students. Third, the teacher had to create the task that was appropriate with the topic and genre discussed in the text. The teacher could provide explanation of the difficult words or phrases of the text. It facilitated the students in understanding the texts well.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This is the last chapter of the research which is divided into three sections. They are conclusion, implications, and suggestion of research. The discussion of each point is presented below.

A. Conclusions

The research is focused on improving the reading comprehension of the seventh grade students using an English teen magazine. This research is action research consisting of two cycles. The first cycle was consisted of four meetings and the second cycle was consisted of two meetings. It was conducted from March during the second semester of the academic year 2013/2014. The texts were taken from the English teen magazine in both cycles. The researcher gave the additional pages from the magazine for the students to be read at home. The genre based approach was implemented in this study.

To support the result, the researcher presented the data in the form of qualitative data and quantitative data. The qualitative data were presented as follows.

In Cycle 1, there were some successful actions. The researcher did the assessment in the end of the cycle and using the proper steps in teaching reading. By using English teen magazine is believed to be able to improve the students' reading

comprehension. The improvement included in the students' skills comprehending the reading passage, finding the social purposes, recognizing the generic structure and recognizing the grammatical features from the context. As a result, the students were enthusiastic to read the English text when the texts were given from many kinds of the English teen magazine. The various topics provided in the magazine made them interested in reading and the knowledge that was also close with their life.

In Cycle 2, the use of the English teen magazine was combined with several accompanying actions, such as: giving rewards and punishment, giving time limitation for each activity asking students to bring the dictionary. Those actions were effective in overcoming some problems found in Cycle 1.

In the term of quantitative data, the improvement of students' reading comprehension was supported by the students' reading scores. They were in the form of pre-test and post-test which were conducted in the beginning and end of cycles. The mean of the students' scores improved from 62.24 on pre-test to 83.58 on the post-test.

The result of this reading scores showed that the use of an English teen magazine was successful to improve the students' reading comprehension. In summary, the students can use the English teen magazine as the reading materials to improve their reading comprehension.

B. Implications

The research findings show that the use of an English teen magazine can improve the students' reading comprehension. The students were motivated in

reading by using the magazine. They were able to identify the main idea, the grammatical features, and detailed information of the text. From the finding above, the implications of the study are presented as follows.

1. The students were able to identify the main idea, finding detail information, and recognizing the grammatical features from the context.
2. The students were able to find the synonym as well as the antonym of words on the text.
3. The students got new vocabulary from the text on the magazine. They learnt some new words and find the meaning of the text from the magazine.
4. The students were enthusiastic to read English when the texts were given from the magazine. The various topics provided in the magazine made them interested in the reading activity. Furthermore, they were learning about the knowledge based on the real life. By giving the additional pages from the magazine, they developed their reading habit outside the classroom independently.
5. The students were happy and could enjoy reading by using some kinds of magazine. In the grouping activity, they liked having the discussion with their friend. By having the good discussion, the students were able to have better understanding on reading than before.

C. Suggestions

Based on the conclusions and implications of the research, the suggestions are for the students, the English teachers and other researchers.

1. The students

In relation to the development of the students' reading comprehension, it will be better if the students can make their own opportunity to practice their reading comprehension outside the classroom. They can develop their reading habit and use the other sources beside the course book. The English teen magazine can be used as one of the reading sources.

2. To the English teacher

For the English teachers, it is important for them to be more creative in choosing the material that will be delivered in the teaching and learning process of reading. Also, she should get more involved with the students in the part of the teaching learning process of reading, especially in relating their background knowledge with the texts. The English teacher has to do some variations in the reading activity to make the students comprehend their reading better. English teen magazines is an important source of motivation, improve critical thinking and reading skills. It provides valuable of diverse student skill levels and interests in the classroom.

Although, an English teen magazine is one of the alternative reading materials, the teacher should be wise and selective in choosing the articles or the texts from the magazine which are appropriate with the materials learnt by the students.

3. To other researchers

This research was focused on improving the students' reading comprehension grade VII of SMP N 1 Mlati through an English teen magazine. For other researchers who want to conduct the research using the same material, they have to prepare the texts and select the topic well.

REFERENCES

- Aggarwal, Vir Bala., and V.S Gupta. 2001. *Handbook of Journalism and Mass Communication*, New Delhi: Concept Publishing Company.
- Amstrong, J. Charles. 2003. *The Multiple Intelegences of Reading and Writing: Making the Words Came Alive*. Alexandria: ASCD.
- Ash, Riky. 2010. *With Confidence: A Straight Talking Book with one Purpose in Mind to Giveyou Confidence*. Central Milton Keynes: Author House.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. San Francisco: San Francisco State University.
- Brown, H. Douglas, 1994. *Readings on Second Language Acquisition*. (2nd edition). New York.
- Brown, H. Douglas. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd edition). New York: Addison Wesley Longman, Inc.
- Burns, A. (1999). *Collaborative Action Research for English Teachers*. Cambridge, UK: Cambridge University Press.
- Corey, S. (1953). *Action Research to Improve School Practice*. New York: Teachers College, Columbia University.
- Day, R. R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press.
- Dabner, David., and Alan S. 2003. *How to understand and Use Design and Layout*: Second Edition. New York. F+W Media.
- Hasibuan, Kalayo and Ansyari, Fauzan Muhammad. 2007. *Teaching English as a Foreign Language*. Riau: Alaf Riau Graha UNRI Press.

- Harmer, Jeremy. 2001. *How to Teach English*. Kuala Lumpur: Pearson Education Limited
- Hopkins, D. (1985). *A Teachers Guide to Classroom Research*. Philadelphia: Open University Press.
- Hornby A S. 1995. *Oxford Advanced Learners' Dictionary*. Oxford. Oxford University Press.
- Moreillon, Judi. 2007. *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*. Chicago: American Library Association.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative Data Analysis* (2nd ed.). Thousand Oaks, CA: Sage.
- Marrow, Lesley M., and Joy L. 2001. *Examining the Educational Value of Children's Magazine*. The California Reader 34 (2): 2-9.
- Nunan, D. 1999. *Second Language Teaching*. Massachusetts: Heinle and Heinle Publisher.
- Paltridge, B. 2001. *Genre and the Language Learning Classroom*. Ann Arbor: University of Michigan Press.
- Richards, Jack C. 2006. *Communicative Language Teaching Today*. New York: Cambridge University Press
- Richards, J. C. and R. Schmidt. 2002. *Longman Dictionary of Language Teaching & Applied Linguistics*. London: Pearson Educational Limited.
- Tomlinson, Brian. 2001. *Material Development in Language Teaching: Second Edition*. Cambridge: Cambridge University Press.
- Sass, E. J. 1989. "Motivation in the College Classroom: What Students Tell Us." *Teaching of Psychology*, 1989, 16(2), 86-88

Schmidt, R., Boraie, D., & Kassabgy, O. (1999). Foreign language motivation: Internal structure and external connections. In R. L. Oxford (Ed.), *Language learning motivation: Pathways to the new century*. Honolulu, HI: University of Hawai'i Press

APPENDICES

APPENDIX A

Field Notes

FIELD NOTES

P = Peneliti
KS = Kepala sekolah
GB = Guru Bahasa Inggris
S = Siswa

FIELD NOTE I

(Ruang Kepala Sekolah. Sabtu 1 Januari 2014)

Ini adalah pertama kalinya P datang ke sekolah untuk memohon izin kepada KS penelitian. P datang pada pukul 08.00 WIB. Sebelum bertemu dengan KS, P bertanya kepada guru piket di ruang tamu tentang keberadaan KS. P menunggu sebentar di ruang tamu sementara guru piket pergi ke ruang KS untuk memberitahukan ada P yang akan meminta izin penelitian. Kemudian guru piket datang dan meminta P untuk menunggu sebentar karena ada tamu. Setelah beberapa saat, guru piket meminta P masuk ke ruang KS. Di dalam ruangan, KS sudah menunggu P. KS menanyakan keperluan P datang ke sekolah tersebut. P mengemukakan tujuannya kepada KS untuk minta izin penelitian di sekolah tersebut sambil menyerahkan surat pengantar observasi dan izin penelitian. P mengatakan sebelumnya PPL dan sudah pernah mengajar ekstrakurikuler di sekolah tersebut.

KS menanyakan kepada P tentang waktu penelitian yang akan dilakukan. P menjawab bahwa penelitian ini akan dilaksanakan kurang lebih 2 bulan. Kemudian KS memanggil wakil KS bidang kurikulum. KS meminta kepada wakil KS bidang kurikulum untuk menjadwalkan jam pelajaran Bahasa Inggris kepada P. Kemudian wakil KS bidang kurikulum menyarankan untuk berkoordinasi dengan GB esok pagi. Dikarenakan GB sedang tidak ada di tempat, maka P belum bisa menemui GB untuk berdiskusi. Setelah selesai berbincang-bincang, kemudian P pamit dan akan datang esok pagi.

FIELD NOTE II

(Ruang Guru. Sabtu, 4 Januari 2014)

Ini adalah kedua kalinya P datang ke sekolah, setelah sebelumnya P sudah meminta izin kepada KS. Sekitar pukul 8.20 WIB, P tiba di sekolah. P bertemu dengan guru piket untuk menanyakan apakah GB ada di sekolah. Guru piket meminta P menunggu sebentar sementara guru piket memanggil GB. Guru piket datang kembali dan meminta P untuk langsung ke ruang guru. Minggu itu adalah minggu setelah Ujian Akhir Semester. Jadi para guru tidak mengajar. GB sudah mengenal P karena dulu pernah PPL dan mengajar ekstrakurikuler di sekolah tersebut selama 1 semester. P berbincang-bincang perihal kedatangannya ke sekolah untuk melakukan penelitian. GB menanyakan kepada P tentang waktu penelitian yang akan dilakukan. P menjawab bahwa penelitian ini akan berlangsung kurang lebih 2 bulan. Setelah itu P dan GB berunding tentang waktu pelaksanaan penelitian di sekolah tersebut karena

pada bulan Juli ada libur Idul Fitri. P kemudian menjelaskan kepada GB bahwa sebelum melakukan penelitian P akan melakukan observasi dan *pre-test*. Jadi setelah libur kenaikan kelas, P meminta izin untuk mengumpulkan data. Setelah berdiskusi cukup lama, akhirnya ditetapkan waktu pelaksanaan penelitian di sekolah tersebut adalah setelah libur Idul Fitri. Tanggal pelaksanaan penelitian belum dipastikan karena jadwal untuk semester gasal belum keluar. Oleh karena itu, P diminta datang lagi setelah libur akhir semester yaitu sekitar pertengahan bulan Juli. Setelah bersepakat, P pamit kepada GB dan langsung meninggalkan sekolah.

FIELD NOTE III

(Ruang tamu. Sabtu, 1 Februari 2014)

P datang ke sekolah pada pukul 09.10 atas kesepakatan awal dengan GB. Pada hari itu, GB masuk sekolah tidak untuk mengajar tapi hanya untuk bertugas piket. Maka dari itu, P datang ke sekolah untuk berdiskusi menentukan kelas yang akan yang akan diteliti. P sampai di sekolah dan langsung menemui GB. P dan GB berbincang-bincang di ruang tamu sekolah. Penelitian akan dilakukan pada kelas VIIA. Dari hasil diskusi, akhirnya ditentukan bahwa observasi akan dilaksanakan pada hari Kamis tanggal 6 Februari 2014 jam ke 3-4. Wawancara kepada guru bahasa Inggris dan para siswa sebelum penelitian akan dilaksanakan pada hari Jum'at tanggal 7 Februari 2014. Wawancara kepada siswa akan dilakukan pada jam istirahat agar tidak mengganggu proses belajar mengajar. Sedangkan untuk penelitiannya sendiri dilaksanakan setelah libur Idul Fitri. Setelah selesai berdiskusi, P pun pamit dan langsung meninggalkan sekolah.

FIELD NOTE IV

(Ruang kelas VIIA. Kamis, 6 Januari 2014)

Hari Kamis, 9 Februari 2014 P melakukan observasi pada kelas VIIA. P tiba di sekolah pada pukul 08.00. P menunggu GB di ruang guru karena GB sedang mengajar. Akhirnya bel pergantian jam berbunyi. Jam pelajaran memasuki jam ke 3 yaitu pada pukul 8.10. P menunggu GB selesai mengajar. Tidak berapa lama, GB menemui P di ruang guru dan langsung mengajak P ke kelas VIIA. Sampai di depan kelas VIIA, ternyata masih ada guru yang mengajar. Tidak berapa lama, guru tersebut keluar. Kemudian P dan GB masuk. GB menyapa siswa menggunakan bahasa Inggris “, “*Good morning, everybody?*” PS menjawab “*Good morning Mom, Dewi.*” Kemudian GB bertanya lagi, “*How are you today?*” Lalu para S menjawab “*I’m fine. Thank you. And you?*”. “*I’m fine too. Thank you*” Balas GB. Setelah GB memperkenalkan P dan menjelaskan tujuan P di kelas tersebut, P mengambil tempat duduk di kursi paling belakang.

GB memulai pelajaran, pada saat itu waktu menunjukkan pukul 08.30. GB menanyakan tentang kehadiran S. Semua S masuk kelas. Setelah itu, GB meminta S untuk mengeluarkan dan membuka LKS (Lembar Kerja Siswa). Kemudian GB menyuruh S untuk membaca teks ‘*Announcement*’ secara individu. Beberapa S mengeluh karena mereka tidak paham dengan teks. Ada beberapa S yang tidak

memperhatikan perintah GB. Bahkan ada yang tidak membawa LKS. GB menyuruh siswa yang tidak membawa LKS untuk meminjam ke kelas lain. GB kemudian menjelaskan tentang teks '*Announcement*'. Tidak berapa lama kemudian, GB meminta S untuk menyalin teks tersebut dalam Bahasa Indonesia. Beberapa siswa terlihat sibuk mengerjakan perintah guru, tapi ada juga yang bercanda dan mengobrol dengan S yang lain. Terutama S putra yang duduk di bagian selatan. Beberapa S bahkan tidak mengetahui perintah GB, sehingga mereka sibuk bertanya kepada S yang lain. Kelas sangat berisik saat GB memerintahkan S mengerjakan LKS. Setelah member tugas, GB terlihat sibuk dengan kegiatannya di meja guru. Kemudian GB meminta para S untuk mengerjakan soal-soal di bawah teks. GB membiarkan para S bekerja sendiri.

Para S mengerjakan tugas dengan malas. GB tidak mengontrol pekerjaan S jika mereka punya kesulitan atau tidak. Para S boleh membuka kamus kalau kesulitan. GB berkeliling kelas untuk memeriksa pekerjaan siswa. Tiba-tiba GB bertanya "*Have you finished?*". Semua S menjawab "*Not Yet*". Hanya ada beberapa S yang mengerjakan tugas, sedangkan yang lainnya hanya melihat pekerjaan temannya. GB sama sekali tidak memperhatikan hal itu.

GB kemudian berkeliling dan memeriksa pekerjaan S sambil menegur S yang tidak memperhatikan. Akhirnya S diminta untuk membahas pekerjaan mereka bersama-sama. GB meminta S untuk maju ke depan membacakan hasil terjemahan. Tidak ada S yang mengangkat tangan. Akhirnya seorang S ditunjuk untuk membacakan hasil pekerjaannya ke depan. Setelah S tersebut selesai membaca, GB memintanya kembali ke tempat duduknya. Kemudian GB meminta S yang lain membacakan jawaban dari pertanyaan-pertanyaan dalam teks. GB dan S membahasnya. Setelah pembahasan selesai, GB menanyakan beberapa pertanyaan lagi. Kalau seorang S tidak bisa menjawab pertanyaan tersebut dengan benar, GB akan memberikan pertanyaan tersebut ke S lain. Saat GB sibuk dengan S yang menjawab pertanyaan, S yang lain tidak diperhatikan. Mereka saling berbicara dan tidak memperhatikan.

Bel pengantian jam pun berbunyi. Sebelum menutup pelajaran, P menunjuk lima S tetap di kelas untuk diwawancara. S yang lain diminta untuk istirahat di luar kelas. Wawancara dilaksanakan pada jam istirahat agar tidak mengganggu proses belajar mengajar. Kemudian GB menutup pelajaran dengan mengucapkan "*See you in the next meeting*". Kemudian GB meninggalkan kelas. Satu per satu S diwawancara oleh P hingga bel tanda masuk kelas berbunyi. Kemudian P berterimakasih dan berpamitan kepada S. P keluar kelas untuk menemui GB di ruang guru. P pun mencukupkan observasi dan berpamitan kepada GB karena GB harus masuk kelas lagi.

FIELD NOTE V

(Ruang Tamu Sekolah. Sabtu, 8 Februari 2014)

Pada hari ini P datang ke sekolah untuk melakukan wawancara dan menentukan jadwal penelitian. P tiba di sekolah pada pukul 09.21. P langsung menemui GB karena pada saat itu GB sedang piket. GB meminta wawancara

dilaksanakan di ruang tamu. P dan GB membicarakan tentang kegiatan belajar mengajar *reading* di kelas delapan dan jadwal penelitian. GB menanyakan tentang materi apa saja yang ada dalam tes dan yang akan diajarkan. P pun menjawab bahwa materi yang diberikan adalah tentang *reading descriptive text*. P bertanya tentang bagaimana kemampuan *reading* S di kelas dan kendala apa saja yang terjadi dalam proses belajar mengajar *reading* tersebut. GB menjawab semua pertanyaan yang diajukan oleh GB. Akhirnya ditentukan penelitian akan dimulai dari tanggal 7 Maret 2014 untuk *pre-test* dan *action* dimulai pada tanggal 15 Maret 2014. Action dilaksanakan dua kali dalam satu minggu yaitu pada hari Kamis jam ke 3-4 dan pada hari Sabtu jam ke 5-6. Setelah semua data yang diperlukan P terkumpul, kemudian P pamit kepada GB. P keluar dari sekolah tersebut pada pukul 10.25.

FIELD NOTE VI

(Ruang Kelas VIIA. Jumat, 7 Maret 2014)

Hari ini adalah hari dimana P mulai melakukan kegiatan pengambilan data yaitu melakukan *pre-test*. *Pre-test* ini dilakukan oleh S kelas VIIIB sesuai dengan kelas yang akan diteliti oleh P. Pagi itu sekitar pukul 08.12 P tiba di sekolah. Pada waktu itu GB sedang mengajar di kelas, P pun menunggu di ruang tamu. Setelah bel pergantian jam berbunyi, P langsung menemui GB dan izin akan melakukan *pre-test* pada hari ini. GB pun mempersilakan P untuk menuju kelas VIIIB. Namun sebelumnya, GB meminta agar beliau sendiri yang membuka pelajaran Bahasa Inggris dan menyampaikan maksud kedatangan P. GB dan P kemudian bersama-sama menuju ruang kelas VIIA. Setelah semua S masuk kelas dan duduk di kursi masing-masing, GB lalu menjelaskan maksud kedatangan P pada hari ini. GB mempersilahkan P memulai kegiatan lalu keluar kelas. P mengucapkan salam dan menyapa para S. sebagian besar S menjawab, hanya beberapa S yang masih berbicara dengan S lain. Setelah itu P langsung membagikan lembar soal dan lembar jawab kepada semua S. Para S mulai mengerjakan pada pukul 08.30. Soal test tersebut terdiri dari 33 soal pilihan ganda. Para S pun mengerjakan soal dengan serius. *Pre-test* berlangsung selama 2 jam pelajaran yaitu yang seharusnya 80 menit tapi terpotong dengan pembukaan jadi waktu mengerjakan sekitar 70 menit. Bel jam istirahat berbunyi, S keluar kelas untuk istirahat dulu. Setelah bel masuk berbunyi, S masuk kelas lalu mengerjakan soal lagi sampai jam pelajaran ke 4 selesai yaitu pukul 09.55. Setelah bel tanda pergantian jam berbunyi dan semua S selesai mengerjakan soal, P mengumpulkan lembar soal dan lembar jawab. Kemudian P mengucapkan terima kasih dan berpamitan kepada para S. P keluar kelas dan langsung menemui GB di ruang guru. P dan GB berbincang sebentar tentang kegiatan yang baru saja dilaksanakan. Setelah itu P berpamitan karena GB akan segera masuk kelas.

FIELD NOTE VII

(Ruang Kelas VIIA. Sabtu, 15 Maret 2014)

Hari ini P tiba di sekolah pada pukul 08.00P langsung menemui GB di ruang guru.P dan GB berbincang sebentar.Pada pukul 08.20 bel tanda masuk kelas berbunyi.P dan GB menuju kelas VIIA.Pada saat P dan GB masuk kelas, S masih banyak yang di luar, ramai dan makan minum di dalam kelas.GB pun menyuruh S untuk masuk kelas, duduk dengan tenang dan menyelesaikan makan dan minum dengan segera.Kemudian GB mempersilakan P untuk memulai pelajaran.GB mengambil tempat duduk di kursi paling belakang.

P membuka pelajaran dengan menyapa S dalam Bahasa Inggris "*Good morning everybody*".S menjawab "*Good morning*".P bertanya kabar para S "*How are you today?*". Beberapa S menjawab "*I'm fine, thank you. And you?*" P pun menjawab "*I'm fine too, thank you*". P memeriksa presensi S dengan bertanya "*Who's absent today?*". Tidak ada respon dari S. Kemudian P bertanya lagi "Adakah yang tidak masuk hari ini?".Akhirnya S menjawab "Ooo. Nihil, *Miss*."Setelah itu, P bertanya lagi "*Are you ready today?*".tidak ada respon dari para S. P mengulangi sekali lagi "*Are you ready today?*". Para S menjawab "*Yes*" sambil tersenyum.Kemudian P mempersiapkan peralatan mengajar.Kemudian P mengenalkan diri sebagai guru Bahasa Inggris untuk beberapa pertemuan.

P memulai pelajaran dengan mendeskripsikan tentang tempat tinggalnya sebagai contoh yang akan dibahas mengenai descriptive teks. Kemudian peneliti menulis "*the descriptive text*".lalu peneliti bertanya apa itu descriptive text?, lalu siswa menjawab "Untuk mendeskripsikan, miss" siswa yang lain hanya diam. Kemudian peneliti membagikan materi tentang deskripsi teks. Peneliti meminta siswa untuk membaca materi tersebut.Kemudian peneliti menjelaskan materinya.Sesudah siswa sedikit mengerti, P melanjutkan menjelaskan materi, P memberikan teks yang berjudul "*having fun in Tangerang*".Sebelum memulai kegiatan, P memberikan beberapa pertanyaan yang berhubungan dengan pengalaman mereka berwisata atau mengunjungi tempat-tempat indah. P bertanya "*Do you like traveling?*" S menjawab "*Yes, Miss*". "*Do you interest goes to Tangerang, What do you know about Tangerang?*"Beberapa siswa menjawab "Wah, aku pe" Rniah kesana miss". Lalu P bertanya "*Can you tell me what does the building looks like?*"Kemudian beberapa siswa menjawab dengan beragam pertanyaan.

Setelah itu, kegiatan selanjutnya adalah mencari detail informasi yang ada dalam teks.Sembari siswa membaca teks tersebut, P meminta S untuk mencari kata sulit dalam teks.Dan P mempersilahkan siswa untuk membuka kamusnya.S terlihat serius saat memahami teks yang diberikan P. Dengan begitu, P dapat mengerti pengetahuan siswa tentang beberapa tempat di Tangerang sehingga siswa dapat mendeskripsikan suatu tempat.

Kegiatan selanjutnya adalah melengkapi tabel tentang sentence structure.Sementara, untuk kegiatan melengkapi tabel of the simple present tense, adjective, siswa bisa mengidentifikasikan dengan baik.Hanya saja siswa masih terlihat kesulitan menemukan kalimat yang menggunakan simple present tense.Setelah berkeliling mengecek beberapa pekerjaan siswa dan membantu mereka untuk menyelesaikan tugas.Kegiatan tersebut dilakukan dengan teman sebangku.P

memberikan waktu 15 menit untuk menyelesaikan tugas tersebut. Para siswa terlihat kesulitan dalam mengerjakan, sementara P mengontrol tugas mereka sambil menjelaskan perintah yang ada dalam teks.

Setelah selesai, P bertanya pada para S *“Is there any question?”* Beberapa S menjawab *“No”*, sebagian lagi diam. Kemudian P memutuskan untuk membentuk kelompok. P memanggil 8 S yang menduduki ranking teratas untuk maju ke depan dan sekaligus menjadi ketua dari kelompok. Daftar dari kedelapan S tersebut didapat P dari GB. Setelah itu para S yang lain berhitung dari angka 1 sampai 8 untuk menentukan anggota kelompok. Semua S sudah mendapatkan kelompok. Ada yang senang dengan kelompoknya, ada pula yang kecewa karena tidak mendapatkan teman yang cocok. Masalah ini sempat menimbulkan keributan tetapi anggota kelompok sudah ditetapkan jadi tidak bisa di rubah lagi. Lalu para S mengambil tempat duduk dengan kelompoknya masing-masing. Setiap kelompok terdiri dari 4 S dan yang akan bekerja dalam pasangan juga. Jadi dalam setiap kelompok terdiri dari 2 pasang S. P menjelaskan kepada para S tentang *English teen magazine* yang akan diterapkan dalam proses belajar mengajar *reading* dengan P. Beberapa S terlihat masih bingung. Kemudian S memulai aktivitas karena akan lebih jelas dengan mempraktekan. Setiap kelompok mendapat 2 lembar *worksheet*. Dalam lembar tersebut ada sebuah *descriptive text* yang belum berurutan. Para S diminta untuk menyusun paragraph-paragraf menjadi sebuah *descriptive text* yang baik, Pertama para S bekerja secara berpasangan. Kemudian pasangan-pasangan berdiskusi dengan kelompok masing-masing. Pada saat mengerjakan, terlihat banyak S yang tengok kanan kiri. Dari mereka tidak hanya berdiskusi dengan pasangan tapi juga pasangan lain. Ada juga yang bertanya kepada P tentang arti dari beberapa kata. Keadaan kelas menjadi gaduh dan tidak terkendali. Setelah semua kelompok selesai berdiskusi kemudian satu kelompok diminta mempresentasikan pekerjaan kelompoknya. P dan para S berdiskusi hasil dari pekerjaan para S.

Kemudian bel tanda pelajaran hari itu berbunyi. Diskusi pun terpaksa dihentikan. P memberikan sedikit evaluasi kepada S dengan memberikan pertanyaan *“What do you learn today?”* S menjawab *“descriptive text, present tense, adjective and group work”* Para S meminta untuk melanjutkan diskusi minggu depan. P meminta ketua kelas untuk menyiapkan dan memimpin do’a. P mengucapkan salam. Kemudian S keluar kelas sambil bersalaman dengan P dan GB. Kemudian P berpamitan kepada GB.

FIELD NOTE VIII

(Ruang kelas VIIA. Kamis, 3 April 2014)

Hari ini adalah pertemuan ke-2P melakukan penelitian di sekolah. P tiba di sekolah pada pukul 07.05. P menunggu di ruang tamu karena GB masih mengajar. Setelah bel pergantian jam pelajaran berbunyi, P langsung menemui GB di ruang guru. P dan GB kemudian menuju kelas VIIA. Melihat P dan GB datang, para S kelas VIIA masuk kelas dan langsung mengambil tempat duduk. GB lalu mengambil tempat duduk di kursi paling belakang. P kemudian membuka pelajaran dengan menyapa para

S dalam Bahasa Inggris “*Good morning everybody*”. Para S menjawab “*Good morning*”. P bertanya kabar para S “*How are you today?*”. Beberapa S menjawab “*I’m fine, thank you. And you?*” P pun menjawab “*I’m fine too, thank you*”. P memeriksa presensi S dengan bertanya “*Who’s absent today?*”. Seorang S menjawab “Nihil, Miss.” “*Okey. Are you ready today?*” P bertanya lagi. Para S menjawab “*Yes*” sambil tersenyum.

“*Do you remember what we have learned in the previous meeting?*” Masih ingat tidak apa yang kita pelajari kemarin? tanya P mengawali pelajaran. “*Descriptive text, Miss!*” jawab para S hampir bersama-sama. “*Okey. Ada yang masih ingat apa itu descriptive text?*” Para S terlihat mengingat-ingat. Kemudian seorang S menjawab “Menggambarkan seseorang atau benda secara khusus”. “*Good! Can you say it in English?*” Respon P. “*Mm.. describe people or things in particular*” Jawabnya lagi. “*Okey. Now, what is the social purpose of descriptive text?*” Tidak ada respon dari S. S terdengar berbisik-bisik. “*Tujuannya ya to describe people or thing in particular way. Kalau the generic structurenya ada yang ingat?*” lanjut P. kemudian secara hampir bersama-sama para S menjawab “*Title, Identification, Description*”. “*Okey, good! Let’s go to the next material.*” Nah sekarang tolong dikeluarkan materi *descriptive text* yang sudah saya bagikan.” P kemudian menjelaskan kepada para S tentang main idea, personal pronoun, reference. Semua S memperhatikan penjelasan P. Setelah selesai menjelaskan, P bertanya pada S “*Is there any question?*”. Para S menjawab dengan serempak “*No*”. “*Okey kalau begitu. Let’s go to the other activity. Please take a sit with your group now.*” P memerintahkan kepada S untuk mempelajari soal-soal yang akan dikerjakan. Semuanya tolong duduk dengan kelompoknya” perintah P. Semua S terlihat bergegas menuju kelompok mereka masing-masing. Para S lalu berdiskusi.

Hampir semua S berdiskusi. Ada juga S yang tampak bercanda dengan kelompoknya. Banyak juga yang pada saat mengerjakan, terlihat banyak S yang tengok kanan kiri. Dari mereka tidak hanya berdiskusi dengan pasangan tapi juga pasangan lain. Ada juga yang bertanya kepada P tentang arti dari beberapa kata. Keadaan kelas menjadi gaduh dan tidak terkendali. Ini membuat waktu diskusi berjalan cukup lama. Setelah semua S selesai berdiskusi dengan kelompok, S dan P berdiskusi dengan seluruh kelas. P meminta S untuk berhenti berdiskusi dan kembali ke tempat duduknya masing-masing. P berkata “*Now, please work individually*”. Siswa harus bekerja sendiri dalam test individu yang terdiri dari 15 soal pilihan ganda. P memberikan waktu 20 menit untuk S dalam mengerjakan soal-soal. Beberapa siswa tampak tengok kanan kiri melihat hasil pekerjaan temanya. Setelah 20 menit P meminta S untuk mengumpulkan lembar kerja di barisan depan masing-masing.

Kemudian P bertanya “Apa yang kalian pelajari hari ini?”. Ada yang menjawab “*main idea, personal pronoun, referece*” dan belajar kelompok. P mengucapkan salam. Kemudian P dan GB keluar kelas. P bertanya kepada GB bagaimana pendapat beliau tentang pelajaran hari itu. P dan GB berdiskusi sebentar kemudian P berpamitan kepada GB karena GB akan segera masuk kelas lagi.

FIELD NOTE IX

(Ruang Kelas VIIA. Sabtu, 5 April 2014)

Hari ini adalah pertemuan ke-3 P melakukan penelitian di sekolah. P tiba di sekolah pada pukul 08.00. P menunggu di ruang tamu karena GB masih mengajar. Setelah bel pergantian jam pelajaran berbunyi, P langsung menemui GB di ruang guru. P dan GB kemudian menuju kelas VIIA. Melihat P dan GB datang, para S kelas VIIA masuk kelas dan langsung mengambil tempat duduk. GB lalu mengambil tempat duduk di kursi paling belakang. P kemudian membuka pelajaran dengan menyapa para S dalam Bahasa Inggris "*Good morning everybody*". Para S menjawab "*Good morning*". P bertanya kabar para S "*How are you today?*". Beberapa S menjawab "*I'm fine, thank you. And you?*". P pun menjawab "*I'm fine too, thank you*". P memeriksa presensi S dengan bertanya "*Who's absent today?*". S menjawab "*Hana, Miss*".

P memulai pelajaran dengan sedikit bertanya tentang pelajaran yang kemarin "*Do you remember what we have learned in the previous meeting?* Masih ingat tidak apa yang kita pelajari kemarin?" tanya P mengawali pelajaran. "*Descriptive text, Miss!*" jawab para S hampir bersama-sama. "*Okey. Apa itu descriptive text?*". Kemudian seorang S menjawab "*Mm.. describe people or things in particular*". "*Okey. Now, what is the social purpose of descriptive text?*" tanya P. Beberapa S menjawab dengan bersama "*To describe people or thing in particular way*". "Kalau *the generic structure of descriptive text?*" lanjut P. Kemudian secara hampir bersama-sama para S menjawab "*Title, Identification, Description*". "*Okey, good! How about grammatical feature in descriptive text?*". Para S tampak mengingat-ingat. Lalu seorang S menjawab "*adjectives, Miss.*" S lain menjawab "*simple present tense*". "*Okey. Satu lagi apa?*" "*Pronoun, Miss.*" Jawab seorang S kemudian. "*Okey good. Personal pronoun. Is there any question?*". Para S menjawab dengan serempak "*No*".

Sekarang kita belajar tentang "*procedure texts*" P bercerita tentang bagaimana membuat jus jeruk sebagai contoh untuk procedure text. Kemudian P menulis di papan tulis 'the procedure text'. P bertanya apa itu procedure teks lalu S menjawab cara membuat sesuatu, miss. Tetapi S yang lain hanya diam. P melanjutkan penjelasan tentang procedure text. P membagikan lembar kerja kepada S yang berjudul "*Cup Cakes*". Lalu S membaca teks yang dibagikan P. S tampak antusias dengan gambar-gambar yang ada dalam teks. Namun, ada beberapa siswa yang tidak memperhatikan dan membuat keributan di dalam kegiatan kelas. Sehingga P membutuhkan suara yang keras dalam menjelaskan materi. P meminta S untuk berdiskusi dengan teman sebangku untuk memahami isi teks dan pertanyaan-pertanyaanya.

Peneliti menceritakan tentang bagaimana membuat jus jeruk sebagai contoh teks prosedur. Kemudian peneliti menulis 'the prosedur teks' di papan tulis. "apa yang dimaksud dengan prosedur teks?". "Cara membuat sesuatu, Mis". Mahasiswa menjawab. Siswa lainnya hanya diam. Kemudian peneliti bersama materi tentang teks

prosedur. Peneliti mengajak siswa untuk membaca sedikit materi. Kemudian peneliti menjelaskan materi. Beberapa siswa tampak tidak memperhatikan dan membuat keributan sendiri. Peneliti meminta siswa untuk tenang dan mulai memahami teks tersebut dengan teman sebangku mereka. S menggunakan kamus untuk mencari makna dari kata yang sulit. P dating ke salah satu grup yang sedang berdiskusi dengan difficult words dan S bertanya “Apa maksud dari kata ini miss?” R menjawab dengan menunjukkan gambar yang ada sebelumnya sehingga siswa maksud dan paham dengan menghubungkan arti kata dengan gambar tersebut.

Nah sekarang tolong duduk dengan kelompok kalian masing-masing. Kita akan ke aktifitas selanjutnya.” Lalu 5 menit selanjutnya untuk berdiskusi dengan kelompok. Semua S memperhatikan penjelasan P. Setelah selesai menjelaskan, P bertanya “*Do you understand?*”. Para S serempak menjawab “*Yes*”. Kemudian mereka berdiskusi. Pada saat mengerjakan, terlihat banyak S yang tengok kanan kiri. Dari mereka tidak hanya berdiskusi dengan pasangan tapi juga pasangan lain. Ada juga yang bertanya kepada P tentang arti dari beberapa kata. Keadaan kelas menjadi gaduh dan tidak terkendali. Setelah waktu yang ditentukan selesai, para S dan P mendiskusikan hasil pekerjaan mereka. Hampir semua pekerjaan mereka benar. Setelah diskusi selesai, S memasukan pekerjaan mereka ke dalam amplop lagi dan mereka kumpulkan ke P. setelah itu mereka kembali ke tempat duduk masing-masing. Para S akan mengerjakan tes individu. Kemudian P membagikan lembar soal dan lembar jawab kepada para S dibantu oleh GB. Setelah semua S mendapat lembar soal dan lembar jawab, GB meninggalkan kelas. P meminta S mengerjakan soal-soal tersebut dengan sungguh-sungguh. Semua S memulai mengerjakan. Saat mengerjakan, ada beberapa S yang mau berbuat curang. P menghampiri S tersebut lalu tersenyum. S tersebut kembali tertib. Setelah bel pelajaran pun berbunyi. Semua S berhenti mengerjakan dan mengumpulkan hasilnya kepada P. P meminta ketua kelas untuk menyiapkan dan memimpin do’a. P mengucapkan salam. Kemudian S keluar kelas sambil bersalaman dengan P. Kemudian P menemui GB di ruang guru. P bertanya kepada GB bagaimana pendapat beliau tentang pelajaran hari itu. GB meminta pada P untuk refleksi besok hari Kamis saja karena GB ada acara siang itu. Kemudian P berpamitan kepada GB.

FIELD NOTE X

(Ruang Kelas VIIA. Sabtu, 12 April 2014)

Hari ini adalah pertemuan ke-4 P melakukan penelitian di sekolah. P tiba di sekolah pada pukul 08.00. P menunggu di ruang tamu karena GB masih mengajar. Setelah bel pergantian jam pelajaran berbunyi, P langsung menemui GB di ruang guru. P dan GB kemudian menuju kelas VIIA. Melihat P dan GB datang, para S kelas VIIA masuk kelas dan langsung mengambil tempat duduk. Seperti biasa, GB lalu mengambil tempat duduk di kursi paling belakang. P kemudian membuka pelajaran dengan menyapa para S dalam Bahasa Inggris “*Good morning everybody*”. Para S menjawab “*Good morning*”. P bertanya kabar para S “*How are you today?*”.

Beberapa S menjawab “ *I’m fine, thank you. And you?*”. P pun menjawab “*I’m fine too, thank you*”. P memeriksa presensi S dengan bertanya “ *Who’s absent today?*”. Tidak ada respon dari S. Kemudian P bertanya lagi “Adakah yang tidak masuk hari ini?”. Akhirnya S menjawab “Icuk sama novia miss, sakit”, “*Kita doakan semoga cepat sembuh ya*” Setelah itu, P bertanya lagi “*Are you ready today?*” Para S menjawab “*Yes*” sambil tersenyum.

“*Do you remember what we have learned in the previous meeting?*” Masih ingat tidak apa yang kita pelajari kemaren?” tanya P mengawali pelajaran. “*Procedure text, Miss!*” Apa itu procedure texts, “cara membuat sesuatu, miss” “Yang terdapat pada procedure text tu apa saja” Nama makanan, bahan-bahan, sama step miss, langkah-langkah membuatnya”. “Wah pintar” puji P. untuk menghemat waktu, P memberikan lembar kerja kepada S. kemudian S berdiskusi dengan teman sebangku. P memberikan waktu 10 menit untuk berdiskusi. Setelah S selesai, P meminta S untuk mengerjakan soal tersebut secara individual. P memberikan pertanyaan pilihan ganda terkait dengan teks dari majalah. Sebelum mulai mengerjakan, P menjelaskan terlebih dahulu tentang “*signal words*” S mulai mengerti. S membagikan lembar kerja dengan teks yang berjudul “*Multipurpose Container*”. S tampak antusias dengan gambar yang ada dalam teks. P meminta S untuk berdiskusi dengan teman yang ada dibelakangnya untuk menemukan “*signal words*” .P memberikan waktu 15 menit kepada S.

Kegiatan selanjutnya adalah menjawab terkait teks tersebut tetapi S harus bekerja sendiri. S terlihat serius saat mengerjakan soal-soal. Ada beberapa yang bertanya karena tidak mengerti maksud dari pertanyaan yang ada pada soal. Siswa harus bekerja sendiri dalam test individu yang terdiri dari 15 soal pilihan ganda. P memberikan waktu 20 menit untuk S dalam mengerjakan soal-soal. Kemudian bel tanda pelajaran hari itu berbunyi. Pekerjaanpun pun terpaksa dihentikan. P memberikan sedikit evaluasi kepada S dengan memberikan pertanyaan “*What do you learn today?*” S menjawab “*Prodedure text, signal words*” Para S meminta untuk melanjutkan pertemuan minggu depan. P meminta ketua kelas untuk menyiapkan dan memimpin do’a. P mengucapkan salam. Kemudian S keluar kelas sambil bersalaman dengan P dan GB. Kemudian P berpamitan kepada GB.

FIELD NOTE XI

(Ruang Kelas VIIA. Kamis, 14 April 2014)

Pada hari ini P datang ke sekolah untuk melakukan refleksi dan menentukan jadwal penelitian untuk cycle 2. P tiba di sekolah pada pukul 08.00. P langsung menemui GB karena pada saat itu GB sedang piket. GB meminta wawancara dilaksanakan di ruang tamu. P dan GB membicarakan tentang kegiatan belajar mengajar yang telah dilaksanakan pada *cycle 1* di kelas delapan dan jadwal untuk cycle 2. P bertanya tentang bagaimana kemampuan *reading* S, masalah-masalah yang dihadapi P, kekurangan dan kelebihan pembelajaran di kelas pada saat cycle 1 kemaren. Akhirnya P dan GB menentukan akan dipakainya reward and punishment pada cycle 2 untuk mengatasi beberapa S yang tidak serius. GB kemudian

menanyakan tentang materi apa saja yang ada dalam tes dan yang akan diajarkan selanjutnya. P pun menjawab bahwa materi yang diberikan adalah masih tentang *reading descriptive dan procedure texts*. dan kendala apa saja yang terjadi dalam proses belajar mengajar reading tersebut. Kemudian cycle 2 ditentukan akan dimulai dari tanggal hari Kamis 17 April 2014 sampai Sabtu 19 April 2014. Sedangkan post-test akan dilaksanakan pada hari Senin tanggal 21 April 2014. Setelah semua data yang diperlukan P terkumpul, kemudian P pamit kepada GB. P keluar dari sekolah tersebut pada pukul 09.50.

FIELD NOTE XII

(Ruang Kelas VIIA. Kamis, 17 April 2014)

Hari ini adalah pertemuan ke-5 P melakukan penelitian di sekolah. P tiba di sekolah pada pukul 08.00. P menunggu di ruang tamu karena GB masih mengajar. Setelah bel pergantian jam pelajaran berbunyi, P langsung menemui GB di ruang guru. P dan GB kemudian menuju kelas VIIA. Melihat P dan GB datang, para S kelas VIIA masuk kelas dan langsung mengambil tempat duduk. GB lalu mengambil tempat duduk di kursi paling belakang. P kemudian membuka pelajaran dengan menyapa para S dalam Bahasa Inggris "*Good morning everybody*". Para S menjawab "*Good morning*". P bertanya kabar para S "*How are you today?*". Beberapa S menjawab "*I'm fine, thank you. And you?*". P pun menjawab "*I'm fine too, thank you*". P memeriksa presensi S dengan bertanya "Adakah yang tidak masuk hari ini?". Para S menjawab "Hana sama Icut, Miss." Kemudian P bertanya "Hana kemana?". "Ada acara keluarga Miss kalau Icut sakit" jawab seorang S. Setelah itu, P bertanya lagi "*Are you ready today?*". Para S menjawab "*Yes*" sambil tersenyum. P menjelaskan terlebih dahulu kepada para S bahwa kali ini akan diterapkan *reward and punishment*. Kelompok yang terlihat serius berdiskusi dengan kelompoknya sendiri akan mendapat *reward* dari P. Sedangkan kelompok yang tidak serius dan banyak bercanda akan mendapatkan *punishment* dari P.

"Hari ini kita belajar *descriptive text*" "*Do you remember what we have learned in the previous meeting?*" Masih ingat tidak apa yang kita pelajari kemarin?" tanya P mengawali pelajaran. "*Descriptive text, Miss!*" jawab para S hampir bersama-sama. "Jadi hari ini kita masih akan belajar tentang *descriptive text*, tapi dengan lanjutan materi dari sebelumnya dan dengan cara yang sedikit berbeda. "*Who is your favorite actress?*" beberapa S mengerti dan merespon "Ikbal kobo junior, miss" "*What does he look like?*" nah contoh favoritnya rosi ikbal, ikbal itu kulitnya putih, ganteng, rambutnya hitam. Jadi disini kalian belajar mendiskripsikan seseorang yang kalian idolakan. Contohnya seperti tadi ya. S merespon dan mengangguk. S langsung membagikan lembar kerja kepada S. "*Now, read the following texts. List the difficult words then find the meaning of its on dictionary. Work in pairs*" Sebagian besar S mengetahui siapa artis yang ada pada teks.

"*Have you ever been to Baron Beach?*" Kalian pernah ke Pantai Baron?" Semua S menjawab "Pernah!". Kemudian P bertanya lagi "*Where is it?*". Beberapa S

menjawab “Tanjungsari.” “*Okey, good. How does Baron Beach look like?* Seperti apa bentuknya?” Para S terlihat sedikit kebingungan dengan pertanyaan P. kemudian seorang S menjawab “ Ada sungainya *Miss*”. “*Okey. There is a river in the right side of the beach.* Ada lagi?” “Dikelilingi batu karang” Jawab seorang S lain. “*In English please.*” Perintah P kepada S tersebut. “Mm dikelilingi itu apa *Miss?*” tanya S tersebut. “*Surrounding.*” Jawab P. “ *Mm .. Surrounding stones.*” Jawab S dengan tersenyum. Kemudian P membenarkan “*Surrounding by long and hard coral.*” Jadi dikelilingi oleh karang yang panjang dan keras. Jadi itu semua deskripsi dari Pantai Baron. *Now, I will give you a paper. Please read it carefully.*” P memberikan perintah kepada S untuk membaca materi sambil membagikannya. Kemudian P menjelaskan tentang materi yaitu *related words, topic of the text, the main idea, pronoun of the paragraph* dan *looking for specific information*. Setelah selesai menjelaskan materi, P bertanya pada para S “*Is there any question?*” Beberapa S menjawab “*No*”, sebagian lagi diam. Kemudian P meminta S untuk duduk dengan kelompoknya masing-masing.

S beralih ke activity 2. P memberikan sebuah teks deskriptif. P meminta seorang S membaca teks tersebut. Seorang S yang bernama Nabila mengangkat tangan kemudian membaca teks tersebut dengan keras. Semua S terlihat memperhatikan. Setelah Nabila membaca teks tersebut, P meminta para S menjawab pertanyaan-pertanyaan yang ada tentang teks. P meminta para S membentuk kelompok masing-masing kelompok dengan nama tokoh kartun terkenal seperti SpongeBob. Sementara S sibuk memilih nama kelompoknya P mempersiapkan lembar kerja yang akan dibagikan kepada S. S menjelaskan bagaimana prosedur permainannya. P mengumumkan bahwa pada pertemuan selanjutnya setiap S atau paling tidak setiap pasangan harus memegang 1 kamus. Kalau tidak punya, boleh pinjam dari kelas lain. Banyak S yang meminta hari itu juga mereka akan meminjam kamus, tapi P belum memperbolehkan karena akan mengganggu. Beberapa menit kemudian kelompok 3 berteriak kalau sudah selesai, diikuti oleh kelompok 2 dan 5. Kelompok yang lain masih mengerjakan. Setelah dirasa waktu sudah cukup, P bertanya kelompok mana yang akan menjawab kelima pertanyaan. Beberapa kelompok mengangkat tangan. P menunjuk satu per satu perwakilan kelompok sampai semua pertanyaan selesai didiskusikan. Setelah itu, P mengumumkan bahwa kelompok yang berhak mendapatkan reward adalah kelompok 3 yaitu setiap anak mendapatkan pulpen. Sedangkan untuk kelompok 8 mendapatkan hukuman yaitu diminta mencari 4 teks deskriptif dari internet dan mengidentifikasi *main idea reference* dan *pronoun* dari teks tersebut. Kelompok yang mendapatkan hukuman tampak kecewa, sedangkan yang mendapatkan hadiah tampak senang S tampak antusias dan bersemangat mengikuti proses pembelajaran. S tampak aktif menjawab pertanyaan secara lisan. S diminta bekerja berkelompok selama 15 menit kemudian kelompok yang cepat dan benar menjawab pertanyaan yang ada pada lembar kerja maka akan mendapat hadiah. Tidak terasa waktu berjalan cepat dan P segera beralih ke aktifitas lain yaitu aktifitas individu.

Pada saat mengerjakan, terlihat banyak S yang tengok kanan kiri. Dari mereka tidak hanya berdiskusi dengan pasangan tapi juga pasangan lain. Ada juga yang bertanya kepada P tentang arti dari beberapa kata. Keadaan kelas menjadi gaduh dan tidak terkendali. Kemudian P mengkondisikan dengan bertanya nomor mana yang paling sulit. Lalu P menjelaskan. S mulai memahami dan mengerjakan dengan tenang. Tidak lama kemudian bel tanda pelajaran telah usai berbunyi. P mengingatkan kembali kepada para S untuk membawa kamus pada pertemuan berikutnya. Kemudian P mengucapkan salam dan meninggalkan kelas bersama GB. P langsung pamit kepada GB karena GB harus masuk kelas lagi.

FIELD NOTE XIII

(Ruang Kelas VIIA. Rabu, 19 April 2014)

Hari ini adalah hari ke-6 P melakukan penelitian di sekolah. P tiba di sekolah pada pukul 07.00. P langsung menuju ke ruang guru karena pada waktu itu GB dan S sedang istirahat. P dan GB berbincang sebentar tentang pertemuan sebelumnya. Setelah bel pergantian jam pelajaran berbunyi, P dan GB langsung menuju ruang kelas VIIA. Melihat P dan GB datang, para S kelas VIIIB masuk kelas dan langsung mengambil tempat duduk. GB lalu mengambil tempat duduk di kursi paling belakang seperti biasa. P kemudian membuka pelajaran dengan menyapa para S dalam Bahasa Inggris "*Good morning everybody*". Para S menjawab "*Good morning*". P bertanya kabar para S "*How are you today?*". Para S menjawab "*I'm fine, thank you. And you?*". P pun menjawab "*I'm fine too, thank you*". P memeriksa presensi S dengan bertanya "*Who's absent today?* Adakah yang tidak masuk hari ini?". S menjawab "*Eka, Miss. Ijin ada keperluan keluarga katanya.*" Setelah itu, P bertanya lagi "*Are you ready today?*". Para S menjawab "*Yes*" sambil tersenyum. "Apakah setiap orang sudah membawa kamus?" tanya P lagi. "Yes." Jawab para S serentak. "O iya, kemarin kelompok mana saja yang mendapat hukuman? Tolong tugasnya dikumpulkan di meja depan kelas. Hari ini kita masih menggunakan *reward and punishment* ya".

P menanyakan pelajaran pada pertemuan sebelumnya. Beberapa S menjawab dengan antusias. Kemudian P meminta S untuk mengeluarkan materi yang telah dibagikan pada pertemuan sebelumnya. P meminta para S untuk membaca sebentar materi tersebut. Kemudian P menjelaskan materi kepada para S. Setelah selesai menjelaskan materi, P bertanya pada para S "*Is there any question?*" Semua S menjawab "*No*".

Kemudian P meminta para S untuk duduk bersama kelompok masing-masing dan membuat yel-yel berbahasa Inggris. P kemudian membagikan lembar kerja setiap kelompok. P menjelaskan bahwa pada hari itu asih akan menggunakan teks yang baru. Yang pertama para S harus mengerjakan activity 3 yang sudah disediakan. Pernyataan pertama sebagai contoh. Pada activity ini S masih berdiskusi dengan berpasangan terlebih dahulu baru kemudian berkelompok. Waktu diskusi berpasangan adalah 10 menit dan berkelompok adalah 5 menit. Waktu yang diberikan untuk mengerjakan bersama pasangan adalah 15 menit. Setelah itu diskusi kelompok diberi waktu 10 menit. Para S tampak lebih serius dalam berdiskusi. Tidak ada lagi

yang bertanya pada pasangandan kelompok lain karena setiap pasangan sudah dibatasi waktunya. Semua sibuk dengan diskusi masing-masing agar selesai tepat waktu. Setelah waktu yang ditentukan habis, kemudian P dan para S mendiskusikan jawaban dari activity tersebut. Semua kelompok berharap menjadi pemenang dan mendapatkan hadiah. “Ya Allah, aku mohon, moga kelompokku bisa menang. Please Ya Allah”.

Semua S tampak antusias. Tidak berapa lama bel berbunyi. Kelompok 5 yang mendapatkan reward pada hari itu. Sedangkan tidak ada yang mendapatkan punishment karena semua kelompok tertib. P meminta semua pekerjaan masing-masing lalu dikumpulkan ke depan. Setelah aktivitas kelompok selesai P meminta untuk merapihkan bangku masing-masing dan duduk dengan rapi di bangku masing-masing. Kemudian P membagikan lembar kerja individu. Agar para S tidak merasa bosan maka P membunyikan instrument music sembari S mengerjakan pekerjaan individunya. P memberikan waktu 15 menit kepada S. Waktu habis dan P berpamitan kepada para S lalu berterimakasih sembari membagikan makanan kepada para S karena sudah banyak membantu proses penelitian. Beberapa S tampak sedih. Bel berbunyi, P meminta ketua kelas untuk menyiapkan dan memimpin do’a. P mengucapkan salam. Kemudian S keluar kelas sambil bersalaman dengan P dan GB. Kemudian P berpamitan kepada GB.

APPENDIX B

Interview Guidelines & Interview Transcripts

INTERVIEW GUIDLINE

1. Bagaimana pendapat ibu mengenai pembelajaran Bahasa Inggris di SMP Negeri 1 Mlati.
2. Bagaimana kemampuan reading siswa kelas VII khususnya kelas VII A?
3. Kesulitan apa biasanya dihadapi oleh siswa?
4. Apakah siswa/i di kelas VII, Khususnya kelas VII A aktif bertanya ketika berada di kelas saat mata pelajaran Bahasa Inggris?
5. Apakah siswa/i di kelas VIIA bisa menjawab pertanyaan ketika diberikan text bahasa Inggris?
6. Apa metode yang biasanya ibu lakukan saat mengajarkan Bahasa Inggris, khususnya reading di kelas VII agar memudahkan siswa dalam memahami text?
7. Kesulitan apa yang ibu rasakan ketika mengajarkan Bahasa Inggris, khususnya reading?
8. Apa saja media yang ibu gunakan untuk mengajar Bahasa Inggris di kelas VII, khususnya untuk mengajar reading?
9. Apakah dalam mengajar bahasa Inggris ibu pernah menggunakan texts selain dari buku pelajaran, misalnya koran atau lainnya?
10. Apa ide/ saran/ hal-hal yang menurut ibu perlu dilakukan/ diperlakukan/ diperbaiki guna meningkatkan reading skill siswa dalam mata pelajaran Bahasa Inggris di kelas VII, khususnya VIIA?

INTERVIEW TRANSCRIPTS

Researcher and English teacher interview

Ruang kelas VIIA (Kamis, 9 Januari 2013. Pukul 09.20 – 09.55)

P : Peneliti

S : Siswa

GB : Guru Bahasa Inggris

Interview 1

P : Hello. Nabila,apa kabar?

S : Wah Miss titin. Baik miss, miss gemana?

P : Baik juga, maaf ya ganggu, mau tanya sedikit sedikit tentang pelajaran bahasa Inggris

S : Wah jangan susah susah ya miss.

P : Bukan pertanyaan yang ada di ulangan kok. hehe

S : Oke miss.

P : Pelajaran bahasa Inggris itu gemana sih, suka nggak?

S : Suka sih miss, tapi kadang kadang susah.

P : Susahnya bagaimana?

S : Banyak yang nggak tahu arti kata-katanya.

P : Jadi masalahnya nggak tahu artinya ya? Terus, untuk mengatasi masalah itu apa yang Nabila lakukan?

S : Tanya teman yang bawa kamus. (Sambil tersenyum.)

P : Biasanya Bu Dewi ngajarnya pakai Bahasa Inggris terus atau bagaimana?

S : Enggak, Mbak. Pakai Bahasa Indonesia juga. Banyak Bahasa Indonesianya.

P : Oh gitu. Untuk medianya seringnya pakai apa?materinya dari mana?

S : Biasanya dari buku paket sama LKS. Pinjam dari perpustakaan. Kalau LKS nya beli.

P : Kalau kegiatan belajar mengajarnya bagaimana?

S : Yaa..mengerjakan soal dari LKS itu, kadang pakai LCD.

P : Sendiri- sendiri atau berkelompok?

S : Biasanya sendiri-sendiri, kadang-kadang juga berdua sama teman sebangku.

P : O iya, Bagaimana tentang pelajaran membaca?ada kesulitan nggak?

S : Nggak sih miss, susahny kalau ada kata kata yang nggak tau artinya.

P : Biasanya textnya dari mana? Bu dewi pernah tidak menyediakan text Bahasa Inggris selain dari LKS atau buku paket?

S :Nggak pernah sih miss. Ya kadang kadang bosan juga.

P :Ok, segitu dulu ya. Terima kasih.

S : Boleh istirahat, Miss?

P : Boleh-boleh. Trimakasih ya.

Interview 2

P : Hi. What's your name?,

S : Dewi, Miss.

P : Ok, Edi suka pelajaran Bahasa Inggris?

S : Enggak suka.

P : Kenapa?

S : Susah, Miss.

P : Bagian apa yang susah?

S : Susah memilih kata. Pas mau ngomong tu lho, Miss.

P : Bagaimana kalau membaca teks Bahasa Inggris?

S : Nggak suka juga. Bacaanya susah.

P : Jadi masalahnya susah bacaanya ya? Terus, untuk mengatasi masalah itu apa yang Dewi lakukan?

S : Tanya teman-teman gemana cara bacanya.

P : Kalau dijelaskan Bu Dewi paham nggak?

S : Sedikit kalau pas pakai Bahasa Indonesia.

P : Biasanya Bu Dewi pakai materi darimana?

S : Buku paket sama LKS, kadang kadang pakai LCD.

P : Kalau kegiatan belajar mengajarnya bagaimana?

S : Kebanyakan mengerjakan soal yang di LKS. Ya kadang diselingi sama lagu bahasa Inggris.

P : O.. gitu, kalau kegiatan dikelas seringnya sendiri sendiri berkelompok atau bagaimana?

S : Enggak. Ngerjain sendiri, pernah sama teman sebangku, kelompok juga pernah tapi jarang miss.

P : Sukanya berkelompok atau sendiri?

S : Berkelompok miss jadi ada yang bantu ngerjain gitu. hehe

P : Ok, itu dulu ya. Thank you. Silahkan beristirahat.

Interview 3

P : Hallo.. Angki ya? Apa kabar?

S : Baik miss.

P : Angki gemana bahasa inggrisnya, masih tetep suka kan?

S : Lumayan.

P : Loh kok lumayan, Kenapa?

S : Udah nggak asik miss, nggak kaya diajar miss dulu pas PPL.

P : Memang kalau sekarang gemana?

S : Sekarang biasa aja miss nggak seru nggak ada games atau apa gitu.

P : O gitu, kalau belajar reading bagaimana? maksudnya kalau ada texts lalu mengisi pertanyaan berdasarkan text. Nah itu bagaimana?

S : Ya bisa sih kadang sulit juga. Kalau ada kata yang tidak tahu artinya ya susah paham sama isi textnya miss.

P : Terus, untuk mengatasi masalah itu apa yang Angki lakukan?

- S : Biasanya sih dikira kira sendiri kalau nggak tau artinya kan bisa dilihat dari kalimatnya.
- P : Oke. Biasanya Bu Dewi pakai materi darimana?
- S : Buku paket sama LKS kadang materi sendiri pakai LCD.
- P : Kalau kegiatan belajar mengajarnya bagaimana?
- S : Disuruh praktek membaca, mamahami isinya tentang apa terus suruh jawab soalnya.
- P : Angki sukanya sendiri sendiri atau kelompok?
- S : Sendiri sendiri miss jadi lebih ngerti.
- P : Ok, itu dulu ya. kamu boleh istirahat. Thanks.
- P : Iya miss.

Interview 4

- P : What's your name?
- S : My name is Wisnu.
- P : Ok, Wisnu suka pelajaran Bahasa Inggris?
- S : Sedikit suka miss.
- P : Susah nggak belajar bahasa Inggris?
- S : Susah.
- P : Bagian apa yang susah?
- S : Mm artinya, trus cara bacanya sama cara menulis ngomongnya juga susah.
- P : Bagaimana kalau membaca teks Bahasa Inggris?
- S : Ya itu Miss, artinya banyak yang nggak tau.
- P : Jadi masalahnya tidak tahu artinya ya? Terus, untuk mengatasi masalah itu biasanya Wisnungapain?
- S : Ya Tanya sama teman sebangku aja miss. Kadang-kadang cari sendiri di internet sama kamus.

P : Bu Dewi biasanya mengajar pakai bahasa apa?

S : Pakai Bahasa Inggris sama Bahasa Indonesia. Tapi kebanyakan pakai Bahasa Indonesia

P : Biasanya Bu Dewi pakai materi darimana?

S : Buku paket sama LKS.

P : Kalau pelajaran membaca text Bahasa Inggris pernah pakai text dari koran atau majalah gitu nggak?

S : Nggak pernah miss, makanya agak bosan kadang kadang.

P : Kalau kegiatan belajar mengajarnya bagaimana?

S : Mengerjakan soal yang di LKS kadang text nya ditunjuhin di LCD.

P : Mengerjakannya berkelompok tidak?

S : Enggak. Mengerjakan sendiri, berkelompok kadang kadang aja miss.

P : Ok, itu dulu ya. Thank you wisnu. Kamu boleh istirahat.

Interview 5

P : Peneliti

S1 : first student (Ridwan)

S2 : second student (Isna)

S3 : third student (Erna)

P : Hallo semuanya, sebelah sini diem aja nih, miss ganggu sebentar ya? Udah kenal dong ya sama miss. Oke langsung saja.

S1&S2 : Ya nggak mungkin lupa lah sama miss. Hehe oke.

P : Suka pelajaran Bahasa Inggris kan?

S1 : Tergantung miss.

P : Tergantung gemana maksudnya? coba ceritain.

S1 : Tergantung materinya apa.

P : Kalau isna sama erna bagaimana?

S2&S3 : Ya suka suka aja sih. Tergantung juga, tergantung gurunya. hehe

P : Memang bu dewi mengajarnya bagaimana?

S2 : Ya biasa aja sih miss. Asikan sama miss dulu pas PPL. Hehe

S3 : Iya miss, bener.

P : Wah nggak boleh gitu. Hehe nah tadi kan ridwan bilang tergantung materinya, kalau materinya tentang membaca text bahasa Inggris\ bagaimana?

S1 :Susah miss, nggak tau artinya terus text nya nggak menarik.

P : Loh nggak menarik gemana?

S1 : Ya nggak ada gambar gambar apa gitu.

P : Oalah, jadi pengenya yang berwarna gitu ya.

S1 : Iya miss, biar unik terus kita semangat bacanya.

P : Nah kalau Isna sama erna bagaimana nih?

S2 : Ya sama miss kaya ridwan. Tapi kalau aku susah paham maksud bacaanya apa.

P : Kalau erna?

S3 : Ya lumayan bisa miss, susahnya kalau ada kata kata yang nggak tau artinya miss.

P : O begitu.. ridwan isna erna pernah nggak pas materi membaca text bahasa inggris kegiatannya berkelompok?

S1,S2,S3 : Pernah.

P : Biasanya kegiatannya ngapain?

S3 : Ya suruh diskusi aja miss. Terus jawab pertanyaanya.

P :Temen temen kelompok bisa nggak tuh pas ngejawab pertanyaan pertanyaan tentang text itu?

S3 : Ya macem macem miss, ada yang nggak tau artinya jadi nggak paham, ada cuma diem.

P : Kalau temen temen kelompok ridwan sama isna gemana nih?

- S1 : Biasanya kalau yang cowok cowok pada males miss. Apalagi liat text yang panjang panjang. Udah males duluan. Hehe
- S2 : Kalau kelompokku ada yang suka bingung kalau ada kata kata has have is are itu loh miss. Ya sama aku juga bingung masalah itu. (sambil tersenyum)
- P : Oh tobe nya? Oke segitu dulu ya. Trimakasih ridwan isna erna.
- S1,S2,S3 : Iya miss sama sama.

Researcher and English teacher interview

Ruang Tamu Sekolah (Kamis, 9Februari 2014. Pukul 11.00– 12.00)

P : Peneliti

GB : Guru Bahasa Inggris

Interview 6

P : Selamat pagi, Bu Dewi.

GB : Pagi, Mbak. Bagaimana?

P : Saya ingin mewawancarai Ibu tentang pembelajaran bahasa Inggris di kelas.

GB : Oh..ya. Kita ngobrol di perpustakaan saja ya?

P : Oke bu. Wah bagaimana nih ibu sehat?(Sambil jalan menuju perpustakaan)

GB : Alhamdulillah baik, titin sendiri bagaimana? Kuliahnya lancar?

P :Baik bu. Alhamdulillah lancar lancar susah bu. Hehe Oke langsung saja menuju pertanyaan ya bu. (sambil tersenyum). Menurut Ibu kemampuan membaca anak-anak kelas tujuh A itu gimana bu?

GB : Kalau kemampauan membaca anak-anak kelas tujuh A ya lumayan mbak, ada yang sudah bisa memahami text , ada yang masih sulit untuk memahami text, tapi mereka cukup kooperatif. Kalau merasa tidak bisa ya tanya pada teman sebangkunya atau buka kamus. Mungkin dari faktor

keluarga juga, kalau dari kalangan atas ya pastinya mereka lebih maju karena les les diluar, ya biasa mbak disini kan termasuknya pedesaan bukan pusat kota.

P : O.. begitu bu, ngomong-ngomong sekarang sedang membahasa materi apa ya bu?

GB : Karena ini baru selesai libur panjang, sekarang masih riview riview dulu mbak dan baru akan membahas descriptive text.

P : Kalau aktifitas-aktifitas dalam pelajaran membaca sendiri apa yang biasa diberikan bu? Biasanya anak-anak sering bekerja kelompok atau individu bu?

GB : Lebih sering individu mbak, kalau untuk aktifitas kelompok itu jarang mbak. Soalnya kalau kelompok itu ada beberapa anak yang cenderung mengandalkan teman yang pintar. Kadang saya suruh bekerja dengan teman sebangku. Kalau individu kan lebih bisa memahami text nya mbak. Kalau aktivitasnya seperti biasa mbak, memahami isi text lalu mengisi pertanyaanya. Kalau reading biasanya anak-anak saya minta membaca nyaring bacaan yang ada.

P : Kalau sumber materinya itu dari mana ya bu?

GB : Biasanya dari buku paket, sekolah menyediakan English in Focus untuk dipinjamkan, kalau LKS masing-masing wajib punya, ya itu saja mbak dari buku paket dan LKS. Kadang saya cari text dari sumber-sumber lain, saya ambil lalu ditayangkan lewat LCD mbak. Supaya semuanya dapat melihat.

P : O begitu bu, kalau medianya bagaimana bu? seringnya menggunakan apa?

: Ya itu mbak LCD, untungnya di kelas VII A LCD nya tidak bermasalah.

GB : Jadi saya sering menggunakannya. Saya putarkan film berbahasa inggris lalu mereka mencari maknanya atau saya putarkan lagu bahasa inggris lalu mereka mengerti sendiri makna lirik lagunya.

- : Kalau masalah yang Ibu hadapi di kelas apa?
- P : Banyak ya Mbak. Mungkin yang paling utama dari siswa itu sendiri.
- GB Mereka sepertinya kurang percaya diri. Jarang sekali yang mau dengan sukarela maju ke depan ketika saya minta praktek. Keaktifan dalam berdiskusi juga kurang. Kalau ada sesi tanya jawab, sering sekali nggak berjalan. Kayaknya pemahaman siswa terhadap instruksi itu kurang. Jadi harus menggunakan bahasa Indonesia juga untuk menjelaskan. Mereka lebih banyak diam. Seperti kurang ada motivasi untuk belajar Bahasa Inggris. Tetapi ada beberapa yang aktif maju tanpa disuruh. Jadi di kelas VII A itu yang menonjol menonjol banget yang kurang kurang banget, tapi nilai rata-ratanya bagus. Kesulitan mengingat materi juga kurang, jadi sekarang diajarkan besoknya udah lupa lagi. Pas pelajaran itu juga ada beberapa anak yang cuek dan nakal yang tidak memperhatikan pelajaran mbak, jadi agak susah untuk mengajar anak-anak yang bertipe seperti itu.
- : O iya iya bu, saya mengerti. Memang tidak mudah ya bu. Menurut
- P Ibu, kenapa anak-anak itu kesulitan belajar reading?
- : Mungkin karena pelajaran reading itu kurang menarik buat mereka. Jadi
- GB sedikit sekali siswa yang termotivasi. Mereka cenderung bosan kalau disuruh membaca mbak, malah ada yang mengantuk kalau saya kasih text yang agak panjang.
- : Ada masalah nggak Bu dalam proses belajar mengajar reading?
- P : Ya ada lah Mbak. Masalahnya tu dalam pemahaman kosakata. Banyak
- GB dari siswa yang mengandalkan temanya. Saat mendapat kesulitan, mereka menunggu teman yang pintar lalu meniru pekerjaan mereka. Tetap ada juga yang berinisiatif mencari sendiri di kamus, karena saya wajibkan untuk membawa kamus mbak di setiap pelajaran bahasa inggris. Ya tetap saja mbak kalau tidak diingatkan terus mereka malas

- membawanya. Kalau sekarang kan pengajaran grammar harus kontekstual ya, jadi tidak boleh hanya mengajarka grammar saja.
- : Bagaimana cara Ibu meningkatkan motivasi siswa dalam reading?
- P : Biasanya yang aktif saya kasih reward berupa tambahan nilai atau skor.
- GB : Apakah Ibu pernah menggunakan sumber authentic lain seperti majalah untuk mengembangkan kemampuan membaca siswa?
- P : Wah kalau itu belum pernah mbak.
- : Terkait judul saya mengenai peningkatan kemampuan membaca Bahasa Inggris menggunakan majalah remaja. Bagaimana menurut Ibu?
- P : Ya bagus juga itu mbak, lebih variatif. Nanti bisa mengambil macam-macam short functional text seperti announcement, shopping list, procedure, sama descriptive paling mbak.
- GB : o iya ya bu, recount sama narrative kan adanya di kelas VIII ya bu.
- : Iya mbak.
- P : Oke oke, mungkin segitu dulu ya bu tanya tanyanya. Hehe , trimakasih
- GB ya ibu, maaf banget ini bu sudah mengganggu waktu ibu. Sekali lagi
- P trimakasih ya bu
- : Ya tidak apa-apa sudah kewajiban saling membantu. Iya sama-sama.
- GB

After the Implementation

Ruang Guru (Kamis, 21 Mei 2014. pukul 08.05 – 09.00)

Interview 7

P : Selamat pagi, Bu Dewi.

GB : Mbak. Mau *interview* ya?

P : Iya. Mau tanya-tanya tentang 3 pertemuan yang lalu.

GB : Oke. Kita ngobrol di sini saja ya?

P : Baik, Bu.

GB : Bagaimana pendapat Ibu tentang media yang sudah saya terapkan?

P : Ya tadi kan mengajarnya menggunakan majalah remaja ya, ya menurut saya sudah cukup menarik ya *Mbak*. Banyak siswa yang kelihatannya antusias. Meskipun ada beberapa anak yang masih tidak memperhatikan. Tapi sebagian besar kelihatannya cukup senang dengan media majalah ini.

GB : Bagaimana siasatnya bagaimana Bu?

P : Banyak dari mereka yang kelihatan serius saat mengerjakan *task* yang berpasangan. Sudah banyak juga kan yang berani mengemukakan pendapatnya saat berdiskusi dengan *jenengan*?

GB : Iya Bu. Lalu untuk siswa yang banyak bercanda bagaimana sebaiknya cara mengatasinya ya Bu?

P :

GB : O ya Bu. Coba besok untuk *cycle 2* akan saya terapkan. Bagaimana dengan materi *cycle 1*, apa sudah sesuai dengan SK-KD Bu?

P : Iya Bu. Rencananya menurut Saya sudah sesuai.

GB : Kalau penerapan *English Teen Magazine* itu bagaimana Bu? Apakah sudah menarik dan memotivasi siswa menurut ibu?

P : Ya sudah sangat bagus mbak.

GB : Kalau menurut Ibu, apa siswa bisa memahami materi dengan jelas dan mudah?

P : Itu saya rasa sudah mbak. Siswa memahami betul isi teks yang ada di majalah. Tetapi ada beberapa siswa yang tidak memperhatikan pelajaran.

GB : Kalau kemampuan *reading*nya apakah meningkat dengan penerapan aktifitas-aktifitas Bu?

P : Iya mbak, siswa sudah mampu mencari detail informasi dalam teks, tetapi saya rasa harus ditambah strategi lain untuk memperbaiki motivasi siswa.

GB : Kalau begitu itu dulu Bu. Jadi karena masih ada beberapa kekurangan, nanti akan diterapkan *cycle 2*. Bagaimana Bu?

Mbak. Jadi hari Selasa minggu depan ya *Mbak* mulai *cycle* 2 nya.

Ruang kelas VIIIB pukul 09.00 – 09.15.

Interview 8

- P : Halo, Ibnu..
- S : Iya, *Miss*. (Sambil tersenyum.)
- P : Masih inget nggak tadi belajar apa?
- S : Tadi belajar mendiskripsikan tempat *miss*.
- P : Nah itu nama teks nya apa? O ya, teks nya tentang apa ya tadi?
- S : Descriptive text ya *miss*. Tadi tentang nama nama tempat di Tangerang , tadi tuh ada Boen Tek Bio, Masjid Jami, dan lain-lain. hehe
- P : Bagaimana pendapatmu belajar dengan *Miss*?
- S : Menyenangkan *Miss*. Teks-teks nya menarik.
- P : Jadi Dewi menikmati pelajarannya?
- S : Iya. Tapi ada yang tidak.
- P : Menurut Dewi, penggunaan *English teen magazine* menarik dan bisa memotivasi *nggak*?
- P (Sambil mengangguk).
u materi yang *Miss Nur* berikan paham *nggak*?
yang paham, ada juga yang *nggak* paham.
- S an mana yang *nggak* paham?
- P ; itu, identifikasi *language features*.
- S : Ok. Kalau menurut Wahid, aktifitas-aktifitas yang kemarin kita gunakan
- P itu bisa meningkatkan kemampuan membaca Bahasa Inggris?
Bisa lebih paham daripada membaca sendiri.
Segitu dulu saja ya. Makasih.
I-sama *Miss*. Boleh istirahat?
I.

Interview 9

- P . Siapa namanya?
- S : Ade Joko.
- P : Panggilnya siapa ini?
- S : Ade aja *Miss*.
- P : Ok. Bagaimana pendapatmu belajar dengan *Miss Titin* selama ini?
- S : Menyenangkan *Miss*. Teks-teksnya menarik variatif banget, nggak monoton.
- P : Apa Ade menikmati pelajarannya?
- S : Iya, menikmati aktivitas-aktivitasnya juga menyenangkan.
- P : Menurut Rama, penggunaan *English Teen Magazine* menarik dan bisa memotivasi *nggak*?
- S itu *Miss*?
- P io majalah yang kita pakai.

S Iya. (Sambil mengganggu).
 Membuat semangat belajar Bahasa Inggris. Nggak bosenin.
 P u materi yang *Miss* Nur berikan paham *nggak*?
 S : Sedikit bingung. Kurang keras suara gurunya. Kalah sama suara teman-teman yang ramai.
 P an mana yang *nggak* paham?
 S : Sedikit bingung pas memahami perintah. Pakai Bahasa Inggris soalnya *Miss*.
 P : Ok. Kalau menurut Rama, aktifitas-aktifitas yang kita pakai itu bisa meningkatkan kemampuan membaca Bahasa Inggris?
 S arena dibahas bersama-sama.
 P arin waktu mengerjakan soal individu bisa gak?
 S Miss. Semuanya selesai kok.
 P begitu dulu saja ya. Makasih.
 S a-sama *Miss*.

Interview 10

P : Halo, what's your name?
 S : Indah.
 P : Ok. Bagaimana pendapatmu belajar dengan Miss Titin selama ini?
 S : Asik. Kadang mengerjakan, kadang menjelaskan. Sebelum mengerjakan dijelaskan dulu. Terus dilanjutkan dengan belajar kelompok.
 : Apa Oci menikmati pelajarannya?
 P : Menikmati. Teks nya bagus bagus, *Miss*.
 S : Menurut Indah, penggunaan *English Teen Magazine* menarik dan bisa memotivasi *nggak*?
 P Jadi tambah suka pelajaran Bahasa Inggris.
 S u materi yang *Miss* Nur berikan paham *nggak*?
 P dipahami kok *Miss*.
 S : Ok. Kalau menurut Indah, aktifitas-aktifitas yang kita pakai itu bisa meningkatkan kemampuan membaca Bahasa Inggris?
 P : Sedikit-sedikit bisa karena kelompok jadi bisa diskusi. Jadi bisa lebih paham kalau ada bacaan.
 S u soal *pre-test* dan *post-test*nya bagaimana?
 P : Susah *Miss*. Mengerjakannya harus pakai kamus. Boleh *nggak Miss*?
 S (Sambil tertawa)
 gak boleh. Tapi tadi selesai semua?
 P selesai semua ngerjainya.
 S begitu dulu ya. Makasih, Indah.
 P a-sama *Miss*.
 S

Interview 11

- P : Halo, Siapa namanya?
S : Ayu, *Miss*.
P : Bagaimana pendapatmu belajar dengan *Miss* Titin?
S : Menyenangkan *Miss*. Bisa mengerjakan dengan teman, diskusi.
P : Jadi Eka menikmati pelajarannya?
S : Iya. Apalagi kalau pertama selesai mengerjakan di beri hadiah. (Sambil tersenyum.)
P : Menurut Ayu, penggunaan *English Teen Magazine* menarik dan bisa memotivasi *nggak*?
S (Sambil mengangguk).
P u materi yang saya sampaikan paham *nggak*?
S m..
P : Ok. Kalau menurut Ayu, aktifitas-aktifitas berkelompok itu bisa meningkatkan kemampuan membaca Bahasa Inggris?
S Bisa lebih paham daripada membaca sendiri.
P segitu dulu saja ya. Makasih.

Interview 12

- P : Halo, Siapa namanya?
S : Ibnu.
P : Panggilnya siapa?
S : Ibnu aja *Miss*.
P : Ok. Bagaimana pendapatmu belajar dengan Saya selama ini?
S : Menyenangkan *Miss*. Bisa menemukan topic-topik menarik untuk dibaca. Jadi lebih percaya diri sama jawaban.
P : Apa Ibnu menikmati pelajarannya?
S : Iya, menikmati.
P : Menurut Ibnu, penerapan *English Teen Magazine* menarik dan bisa memotivasi *nggak*?
S *Miss*. Membuat semangat belajar Bahasa Inggris.
P u materi yang Saya sampaikan paham *nggak*?
S m. Suaranya sudah jelas, jadi paham.
P : Ok. Kalau menurut Ibnu, aktifitas-aktifitas yang kita pakai itu bisa meningkatkan kemampuan membaca Bahasa Inggris?
S karena dibahas jadi tahu artidari kata-kata yang sulit.
P segitu dulu saja ya. Makasih.
S a-sama *Miss*. Boleh istirahat?
P h.

Interview 13

- P : Halo, *what's your name*?
S : Rosha.

P : Ok, Rosha. Bagaimana pendapatmu belajar dengan *Miss Titin* selama ini?

S : *Miss*. Bisa belajar kelompok. Tapi aku kena hukuman.

P : Tahu tidak kenapa di hukum?

S : Iya. Gara-gara ngobrol sama teman, pekerjaannya tidak selesai tepat waktu.

P : Kalau begitu, besok-besok lagi jangan diulangi kesalahannya ya.

S : Iya *Miss*.

P : Nah menurut kamu, penggunaan *English Teen Magazine* menarik dan bisa memotivasi *nggak*?

S :

P : Materi yang *Miss Titin* berikan paham *nggak*?

S : m..

P : Ok. Kalau menurut kamu, aktifitas-aktifitas yang kita pakai itu bisa meningkatkan kemampuan membaca Bahasa Inggris?

S :

P : dulu ya. Makasih.

S : *Miss*.

Ruang tamu. Pukul 11.15 – 12.00

Interview 14

P : Bu, bisa minta waktunya sebentar?

GB : *Mbak* silahkan.

P : Ma kasih Bu. Mau tanya-tanya tentang *cycle 2*.

GB : Ya. Kita ngobrol di ruang tamu saja ya?

P : Ya, Bu.

GB : Bagaimana pendapat Ibu tentang *cycle 2* ini?

GB : Oh ya *Mbak*. Sejauh pengamatan saya, semakin hari secara keseluruhan kegiatan belajar mengajar Bahasa Inggris semakin baik. Anak-anak sudah bisa diarahkan diskusinya.

P : Maksudnya bagaimana ya Bu?

GB : Begini maksudnya, selama *Mbak* melakukan kegiatan belajar mengajar di kelas, secara umum bisa di lihat peningkatannya. Dari pengamatan yang sudah saya lakukan setiap Anda mengajar, saya merasakan bahwa hasil pengajaran yang dilakukan pada *action* kedua ini jauh lebih baik dibandingkan dengan hasil pada *action* yang pertama kemaren. Kegiatan-kegiatan yang Anda lakukan itu bisa menarik siswa untuk aktif dalam diskusi dan mengemukakan pendapat.

P : Kalau kemampuan *reading*nya apakah meningkat dengan penerapan aktifitas-aktifitas Bu?

GB : Saya rasa sudah cukup membantu siswa untuk meningkatkan kemampuan *reading* mereka, khususnya dengan mengaplikasikan kerja kelompok ya. Antusiasme mereka meningkat karena merasa terbantu

- dengan kerja kelompok. Nanti kan juga bisa dilihat dari hasil *post-test*.
- P : Kalau penerapan *English Teen Magazine* itu menarik dan memotivasi siswa tidak Bu?
- GB : Iya Mbak. *English Teen Magazine* Sumber belajar yang bagus Kegiatan berkelompok membuat anak-anak lebih tertarik dalam membaca teks Bahasa Inggris, lebih termotivasi, sehingga mereka terpacu untuk menyelesaikan tugas-tugas terkait teks.

After the Implementation

Ruang Guru (Kamis, 21 Mei 2014. pukul 08.05 – 09.00)

Interview 7

- P : Selamat pagi, Bu Dewi.
- GB : Pagi, Mbak. Mau *interview* ya?
- P : Iya Bu. Mau tanya-tanya tentang 3 pertemuan yang lalu.
- GB : Oh..ya. Kita ngobrol di sini saja ya?
- P : Baik, Bu.
- GB : Bagaimana pendapat Ibu tentang media yang sudah saya terapkan?
- GB : Ya tadi kan mengajarnya menggunakan majalah remaja ya, ya menurut saya sudah cukup menarik ya *Mbak*. Banyak siswa yang kelihatannya antusias. Meskipun ada beberapa anak yang masih tidak memperhatikan. Tapi sebagian besar kelihatannya cukup senang dengan media majalah ini.
- P : Antusiasnya bagaimana Bu?
- P : Banyak dari mereka yang kelihatan serius saat mengerjakan *task* yang berpasangan. Sudah banyak juga kan yang berani mengemukakan pendapatnya saat berdiskusi dengan *jenengan*?
- GB : Iya Bu. Lalu untuk siswa yang banyak bercanda bagaimana sebaiknya cara mengatasinya ya Bu?
- P : mungkin dengan strategi *giving reward and punishment*.
- GB : O ya Bu. Coba besok untuk *cycle 2* akan saya terapkan. Bagaimana dengan materi *cycle 1*, apa sudah sesuai dengan SK-KD Bu?
- P : Materinya menurut Saya sudah sesuai.
- GB : Kalau penerapan *English Teen Magazine* itu bagaimana Bu? Apakah sudah menarik dan memotivasi siswa menurut ibu?
- P : Ya sudah sangat bagus mbak.
- GB : Kalau menurut Ibu, apa siswa bisa memahami materi dengan jelas dan mudah?
- P : Itu saya rasa sudah mbak. Siswa memahami betul isi teks yang ada di majalah. Tetapi ada beberapa siswa yang tidak memperhatikan pelajaran.
- GB : Kalau kemampuan *reading*nya apakah meningkat dengan penerapan

- aktifitas-aktifitas Bu?
- P : Iya mbak, siswa sudah mampu mencari detail informasi dalam teks, tetapi saya rasa harus ditambah strategi lain untuk memperbaiki motivasi siswa.
- GB : Kalau begitu itu dulu Bu. Jadi karena masih ada beberapa kekurangan, nanti akan diterapkan *cycle 2*. Bagaimana Bu?
- P : O ya *Mbak*. Jadi hari Selasa minggu depan ya *Mbak* mulai *cycle 2* nya.
- P
- GB

Ruang kelas VIIIB pukul 09.00 – 09.15.

Interview 8

- P : Halo, Ibnu..
- S : Iya, *Miss*. (Sambil tersenyum.)
- P : Masih inget nggak tadi belajar apa?
- S : Tadi belajar mendiskripsikan tempat *miss*.
- P : Nah itu nama teks nya apa? O ya, teks nya tentang apa ya tadi?
- S : Descriptive text ya *miss*. Tadi tentang nama nama tempat di Tangerang , tadi tuh ada Boen Tek Bio, Masjid Jami, dan lain-lain. hehe
- P : Bagaimana pendapatmu belajar dengan *Miss*?
- S : Menyenangkan *Miss*. Teks-teks nya menarik.
- P : Jadi Dewi menikmati pelajarannya?
- S : Iya. Tapi ada yang tidak.
- P : Menurut Dewi, penggunaan *English teen magazine* menarik dan bisa memotivasi *nggak*?
- P : Iya. (Sambil mengangguk).
- S : Kalau materi yang *Miss Nur* berikan paham *nggak*?
- P : Ada yang paham, ada juga yang *nggak* paham.
- S : Bagian mana yang *nggak* paham?
- P : Yang itu, identifikasi *language features*.
- S : Ok. Kalau menurut Wahid, aktifitas-aktifitas yang kemarin kita gunakan itu bisa meningkatkan kemampuan membaca Bahasa Inggris?
- P : Iya. Bisa lebih paham daripada membaca sendiri.
- S : Ok. Segitu dulu saja ya. Makasih.
- S : Sama-sama *Miss*. Boleh istirahat?
- P : O iya.

Interview 9

- P : Halo. Siapa namanya?
- S : Ade Joko.
- P : Panggilnya siapa ini?
- S : Ade aja *Miss*.

P : Ok. Bagaimana pendapatmu belajar dengan *Miss* Titin selama ini?

S : Menyenangkan *Miss*. Teks-teksnya menarik variatif banget, nggak monoton.

P : Apa Ade menikmati pelajarannya?

S : Iya, menikmati aktivitas-aktivitasnya juga menyenangkan.

P : Menurut Rama, penggunaan *English Teen Magazine* menarik dan bisa memotivasi *nggak*?

S : Apa itu *Miss*?

P : Itu lho majalah yang kita pakai.

S : Oo.. Iya. (Sambil mengangguk).
Membuat semangat belajar Bahasa Inggris. Nggak bosennin.

P : Kalau materi yang *Miss* Nur berikan paham *nggak*?

S : Sedikit bingung. Kurang keras suara gurunya. Kalah sama suara teman-teman yang ramai.

P : Bagian mana yang *nggak* paham?

S : Sedikit bingung pas memahami perintah. Pakai Bahasa Inggris soalnya *Miss*.

P : Ok. Kalau menurut Rama, aktifitas-aktifitas yang kita pakai itu bisa meningkatkan kemampuan membaca Bahasa Inggris?

S : Iya karena dibahas bersama-sama.

P : Kemarin waktu mengerjakan soal individu bisa gak?

S : Bisa *Miss*. Semuanya selesai kok.

P : Ok. Segitu dulu saja ya. Makasih.

S : Sama-sama *Miss*.

Interview 10

P : Halo, what's your name?

S : Indah.

P : Ok. Bagaimana pendapatmu belajar dengan *Miss* Titin selama ini?

S : Asik. Kadang mengerjakan, kadang menjelaskan. Sebelum mengerjakan dijelaskan dulu. Terus dilanjutkan dengan belajar kelompok.

S : Apa Oci menikmati pelajarannya?

P : Menikmati. Teks nya bagus bagus, *Miss*.

S : Menurut Indah, penggunaan *English Teen Magazine* menarik dan bisa memotivasi *nggak*?

P : Iya. Jadi tambah suka pelajaran Bahasa Inggris.

S : Kalau materi yang *Miss* Nur berikan paham *nggak*?

P : Bisa dipahami kok *Miss*.

S : Ok. Kalau menurut Indah, aktifitas-aktifitas yang kita pakai itu bisa meningkatkan kemampuan membaca Bahasa Inggris?

P : Sedikit-sedikit bisa karena kelompok jadi bisa diskusi. Jadi bisa lebih paham kalau ada bacaan.

S

: Kalau soal *pre-test* dan *post-test*nya bagaimana?
P : Susah Miss. Mengerjakannya harus pakai kamus. Boleh *nggak* Miss?
S (Sambil tertawa)
: Ya *nggak* boleh. Tapi tadi selesai semua?
P : Iya, selesai semua ngerjainya.
S : Ok. Segitu dulu ya. Makasih, Oci.
P : Sama-sama *Miss*.
S

Interview 11

P : Halo, Siapa namanya?
S : Eka Ayu, *Miss*.
P : Bagaimana pendapatmu belajar dengan *Miss* Titin?
S : Menyenangkan *Miss*. Bisa mengerjakan dengan teman, diskusi.
P : Jadi Eka menikmati pelajarannya?
S : Iya. Apalagi kalau pertama selesai mengerjakan di beri hadiah. (Sambil tersenyum.)
P : Menurut Eka, penggunaan *English Teen Magazine* menarik dan bisa memotivasi *nggak*?
S : Bisa. (Sambil mengangguk).
P : Kalau materi yang saya sampaikan paham *nggak*?
S : Paham..
P : Ok. Kalau menurut Ayu, aktifitas-aktifitas berkelompok itu bisa meningkatkan kemampuan membaca Bahasa Inggris?
S : Iya. Bisa lebih paham daripada membaca sendiri.
P : Ok. Segitu dulu saja ya. Makasih.

Interview 12

P : Halo, Siapa namanya?
S : Ibnu.
P : Panggilnya siapa?
S : Ibnu aja *Miss*.
P : Ok. Bagaimana pendapatmu belajar dengan Saya selama ini?
S : Menyenangkan *Miss*. Bisa menemukan topic-topik menarik untuk dibaca. Jadi lebih percaya diri sama jawaban.
P : Apa Tika menikmati pelajarannya?
S : Iya, menikmati.
P : Menurut Tika, penerapan *English Teen Magazine* menarik dan bisa memotivasi *nggak*?
S : Bisa *Miss*. Membuat semangat belajar Bahasa Inggris.
P : Kalau materi yang Saya sampaikan paham *nggak*?
S : Paham. Suaranya sudah jelas, jadi paham.
P : Ok. Kalau menurut Ibnu, aktifitas-aktifitas yang kita pakai itu bisa

meningkatkan kemampuan membaca Bahasa Inggris?
 S : Bisa karena dibahas jadi tahu artidari kata-kata yang sulit.
 P : Ok. Segitu dulu saja ya. Makasih.
 S : Sama-sama *Miss*. Boleh istirahat?
 P : Boleh.

Interview 13

P : Halo, *what's your name*?
 S : Rosha.
 P : Ok, Rosha. Bagaimana pendapatmu belajar dengan *Miss Titin* selama ini?
 S : Suka *Miss*. Bisa belajar kelompok. Tapi aku kena hukuman.
 P : Tahu tidak kenapa di hukum?
 S : Iya. Gara-gara ngobrol sama teman, pekerjaanya tidak selesai tepat waktu.
 P : Kalau begitu, besok-besok lagi jangan diulangi kesalahannya ya.
 S : Iya *Miss*.
 P : Nah menurut kamu, penggunaan *English Teen Magazine* menarik dan bisa memotivasi *nggak*?
 S : Iya.
 P : Kalau materi yang *Miss Titin* berikan paham *nggak*?
 S : Paham..
 P : Ok. Kalau menurut kamu, aktifitas-aktifitas yang kita pakai itu bisa meningkatkan kemampuan membaca Bahasa Inggris?
 S : Bisa.
 P : Segitu dulu ya. Makasih.
 S : Iya *Miss*.

Ruang tamu. Pukul 11.15 – 12.00

Interview 14

P : Maaf Bu, bisa minta waktunya sebentar?
 GB : Ya, *Mbak* silahkan.
 P : Terima kasih Bu. Mau tanya-tanya tentang *cycle 2*.
 GB : Oh..ya. Kita ngobrol di ruang tamu saja ya?
 P : Baik, Bu.
 Bagaimana pendapat Ibu tentang *cycle 2* ini?
 GB : Oh ya *Mbak*. Sejauh pengamatan saya, semakin hari secara keseluruhan kegiatan belajar mengajar Bahasa Inggris semakin baik. Anak-anak sudah bisa diarahkan diskusinya.
 P : Maksudnya bagaimana ya Bu?
 GB : Begini maksudnya, selama *Mbak* melakukan kegiatan belajar mengajar di kelas, secara umum bisa di lihat peningkatannya. Dari pengamatan yang sudah saya lakukan setiap Anda mengajar, saya merasakan bahwa

hasil pengajaran yang dilakukan pada *action* kedua ini jauh lebih baik dibandingkan dengan hasil pada *action* yang pertama kemaren. Kegiatan-kegiatan yang Anda lakukan itu bisa menarik siswa untuk aktif dalam diskusi dan mengemukakan pendapat.

P : Kalau kemampuan *reading*nya apakah meningkat dengan penerapan aktifitas-aktifitas Bu?

GB : Saya rasa sudah cukup membantu siswa untuk meningkatkan kemampuan *reading* mereka, khususnya dengan mengaplikasikan kerja kelompok ya. Antusiasme mereka meningkat karena merasa terbantu dengan kerja kelompok. Nanti kan juga bisa dilihat dari hasil *post-test*.

P : Kalau penerapan *English Teen Magazine* itu menarik dan memotivasi siswa tidak Bu?

GB : Iya Mbak. *English Teen Magazine* Sumber belajar yang bagus Kegiatan berkelompok membuat anak-anak lebih tertarik dalam membaca teks Bahasa Inggris, lebih termotivasi, sehingga mereka terpacu untuk menyelesaikan tugas-tugas terkait teks.

APPENDIX C

Observation Checklists

Observation Checklist

Cycle 1 (1st Meeting)

Day/ Date : Saturday, March 15th, 2014

Object : Students

Observer : Dra. Dewi Muslimah, S.Pd

No.	Observation Items	Yes	No	Comment
1	Guru mengenalkan topik yang berhubungan dengan teks <i>descriptive</i> yang akan diajarkan	✓		
2	Guru menginstruksikan siswa untuk mempelajari teks <i>descriptive</i> yang diberikan	✓		
3	Guru menjelaskan teks <i>descriptive</i> yang diberikan kepada siswa	✓		
4	Guru mempersilahkan siswa untuk bertanya terkait dengan teks <i>descriptive</i> yang dibaca	✓		
5	Guru menjawab pertanyaan siswa tentang teks <i>descriptive</i> yang dibaca	✓		
6	Guru menjelaskan kegiatan yang dilakukan secara diskusi berpasangan	✓		
7	Guru membahas kegiatan yang telah dilakukan	✓		
8	Guru menjelaskan kegiatan yang akan dilakukan secara individu	✓		
9	Guru membahas kegiatan yang akan dilakukan secara individu	✓		
10	Guru mencoba membangun interaksi dengan siswa	✓		
11	Guru mengatur jalanya kegiatan di kelas agar berjalan lancar	✓		
12	Siswa menjawab pertanyaan yang dilakukan oleh guru dalam pengenalan topik	✓		
13	Siswa mempelajari isi teks <i>descriptive</i> yang diberikan	✓		
14	Siswa mendengarkan penjelasan yang diberikan oleh guru mengenai teks <i>descriptive</i>	✓		
15	Siswa bertanya kepada guru mengenai teks <i>descriptive</i>	✓		
16	Siswa memperhatikan jawaban yang diberikan oleh guru terkait dengan teks <i>descriptive</i> yang	✓		

	dibaca			
17	Siswa berdiskusi dan bekerja sama mengerjakan task yang diberikan secara berpasangan/kelompok	✓		
18	Siswa aktif menjawab dan memberikan jawaban/ pendapat terkait dengan <i>task</i> yang diberikan secara berpasangan/kelompok	✓		
19	Siswa mengerjakan <i>task</i> yang diberikan secara individu	✓		
20	Siswa aktif menjawab dan memberikan jawaban/ pendapat terkait dengan <i>task</i> yang diberikan secara individu	✓		
21	Siswa antusias/ menunjukkan ketertarikan dalam pembelajaran dikelas	✓		
22	Siswa bersikap baik selama pembelajaran dikelas	✓		

Observation Checklist

Cycle 1 (2nd Meeting)

Day/ Date : Thursday, April 3rd, 2014

Object : Students

Observer : Dra. Dewi Muslimah, S.Pd

No.	Observation Items	Yes	No	Comment
1	Guru mengenalkan topik yang berhubungan dengan teks <i>descriptive</i> yang akan diajarkan	✓		
2	Guru menginstruksikan siswa untuk mempelajari teks <i>descriptive</i> yang diberikan	✓		
3	Guru menjelaskan teks <i>descriptive</i> yang diberikan kepada siswa	✓		
4	Guru mempersilahkan siswa untuk bertanya terkait dengan teks <i>descriptive</i> yang dibaca	✓		
5	Guru menjawab pertanyaan siswa tentang teks <i>descriptive</i> yang dibaca	✓		
6	Guru menjelaskan kegiatan yang dilakukan secara diskusi berpasangan	✓		
7	Guru membahas kegiatan yang telah dilakukan	✓		
8	Guru menjelaskan kegiatan yang akan dilakukan secara individu	✓		
9	Guru membahas kegiatan yang akan dilakukan secara individu	✓		
10	Guru mencoba membangun interaksi dengan siswa	✓		
11	Guru mengatur jalanya kegiatan di kelas agar berjalan lancar	✓		
12	Siswa menjawab pertanyaan yang dilakukan oleh guru dalam pengenalan topik	✓		
13	Siswa mempelajari isi teks <i>descriptive</i> yang diberikan	✓		
14	Siswa mendengarkan penjelasan yang diberikan oleh guru mengenai teks <i>descriptive</i>	✓		
15	Siswa bertanya kepada guru mengenai teks <i>descriptive</i>	✓		
16	Siswa memperhatikan jawaban yang diberikan oleh guru terkait dengan teks <i>descriptive</i> yang	✓		

	dibaca			
17	Siswa berdiskusi dan bekerja sama mengerjakan task yang diberikan secara berpasangan/kelompok	✓		
18	Siswa aktif menjawab dan memberikan jawaban/ pendapat terkait dengan <i>task</i> yang diberikan secara berpasangan/kelompok	✓		
19	Siswa mengerjakan <i>task</i> yang diberikan secara individu	✓		
20	Siswa aktif menjawab dan memberikan jawaban/ pendapat terkait dengan <i>task</i> yang diberikan secara individu	✓		
21	Siswa antusias/ menunjukkan ketertarikan dalam pembelajaran dikelas	✓		
22	Siswa bersikap baik selama pembelajaran dikelas	✓		

Observation Checklist

Cycle 1 (3rd Meeting)

Day/ Date : Saturday, April 5th, 2014

Object : Students

Observer : Dra. Dewi Muslimah, S.Pd

No.	Observation Items	Yes	No	Comment
1	Guru mengenalkan topik yang berhubungan dengan teks <i>descriptive</i> yang akan diajarkan	✓		
2	Guru menginstruksikan siswa untuk mempelajari teks <i>descriptive</i> yang diberikan	✓		
3	Guru menjelaskan teks <i>descriptive</i> yang diberikan kepada siswa	✓		
4	Guru mempersilahkan siswa untuk bertanya terkait dengan teks <i>descriptive</i> yang dibaca	✓		
5	Guru menjawab pertanyaan siswa tentang teks <i>descriptive</i> yang dibaca	✓		
6	Guru menjelaskan kegiatan yang dilakukan secara diskusi berpasangan	✓		
7	Guru membahas kegiatan yang telah dilakukan	✓		
8	Guru menjelaskan kegiatan yang akan dilakukan secara individu	✓		
9	Guru membahas kegiatan yang akan dilakukan secara individu	✓		
10	Guru mencoba membangun interaksi dengan siswa	✓		
11	Guru mengatur jalanya kegiatan di kelas agar berjalan lancar	✓		
12	Siswa menjawab pertanyaan yang dilakukan oleh guru dalam pengenalan topik	✓		
13	Siswa mempelajari isi teks <i>descriptive</i> yang diberikan	✓		
14	Siswa mendengarkan penjelasan yang diberikan oleh guru mengenai teks <i>descriptive</i>	✓		
15	Siswa bertanya kepada guru mengenai teks <i>descriptive</i>	✓		
16	Siswa memperhatikan jawaban yang diberikan oleh guru terkait dengan teks <i>descriptive</i> yang dibaca	✓		
17	Siswa berdiskusi dan bekerja sama mengerjakan task yang diberikan secara berpasangan/kelompok	✓		
18	Siswa aktif menjawab dan memberikan jawaban/pendapat terkait dengan <i>task</i> yang diberikan secara	✓		

	berpasangan/kelompok			
19	Siswa mengerjakan <i>task</i> yang diberikan secara individu	✓		
20	Siswa aktif menjawab dan memberikan jawaban/ pendapat terkait dengan <i>task</i> yang diberikan secara individu	✓		
21	Siswa antusias/ menunjukkan ketertarikan dalam pembelajaran dikelas	✓		
22	Siswa bersikap baik selama pembelajaran dikelas	✓		

Observation Checklist

Cycle 1 (4th Meeting)

Day/ Date : Saturday, April 12th, 2014

Object : Students

Observer : Dra. Dewi Muslimah, S.Pd

No.	Observation Items	Yes	No	Comment
1	Guru mengenalkan topik yang berhubungan dengan teks <i>descriptive</i> yang akan diajarkan	✓		
2	Guru menginstruksikan siswa untuk mempelajari teks <i>descriptive</i> yang diberikan	✓		
3	Guru menjelaskan teks <i>descriptive</i> yang diberikan kepada siswa	✓		
4	Guru mempersilahkan siswa untuk bertanya terkait dengan teks <i>descriptive</i> yang dibaca	✓		
5	Guru menjawab pertanyaan siswa tentang teks <i>descriptive</i> yang dibaca	✓		
6	Guru menjelaskan kegiatan yang dilakukan secara diskusi berpasangan	✓		
7	Guru membahas kegiatan yang telah dilakukan	✓		
8	Guru menjelaskan kegiatan yang akan dilakukan secara individu	✓		
9	Guru membahas kegiatan yang akan dilakukan secara individu	✓		
10	Guru mencoba membangun interaksi dengan siswa	✓		
11	Guru mengatur jalanya kegiatan di kelas agar berjalan lancar	✓		
12	Siswa menjawab pertanyaan yang dilakukan oleh guru dalam pengenalan topik	✓		
13	Siswa mempelajari isi teks <i>descriptive</i> yang diberikan	✓		
14	Siswa mendengarkan penjelasan yang diberikan oleh guru mengenai teks <i>descriptive</i>	✓		
15	Siswa bertanya kepada guru mengenai teks <i>descriptive</i>	✓		
16	Siswa memperhatikan jawaban yang diberikan oleh guru terkait dengan teks <i>descriptive</i> yang dibaca	✓		
17	Siswa berdiskusi dan bekerja sama mengerjakan task yang diberikan secara berpasangan/kelompok	✓		
18	Siswa aktif menjawab dan memberikan jawaban/pendapat terkait dengan <i>task</i> yang diberikan secara	✓		

	berpasangan/kelompok			
19	Siswa mengerjakan <i>task</i> yang diberikan secara individu	✓		
20	Siswa aktif menjawab dan memberikan jawaban/ pendapat terkait dengan <i>task</i> yang diberikan secara individu	✓		
21	Siswa antusias/ menunjukkan ketertarikan dalam pembelajaran dikelas	✓		
22	Siswa bersikap baik selama pembelajaran dikelas	✓		

Observation Checklist

Cycle 1 (5th Meeting)

Day/ Date : Thursday, April 17th, 2014

Object : Students

Observer : Dra. Dewi Muslimah, S.Pd

No.	Observation Items	Yes	No	Comment
1	Guru mengenalkan topik yang berhubungan dengan teks <i>descriptive</i> yang akan diajarkan	✓		
2	Guru menginstruksikan siswa untuk mempelajari teks <i>descriptive</i> yang diberikan	✓		
3	Guru menjelaskan teks <i>descriptive</i> yang diberikan kepada siswa	✓		
4	Guru mempersilahkan siswa untuk bertanya terkait dengan teks <i>descriptive</i> yang dibaca	✓		
5	Guru menjawab pertanyaan siswa tentang teks <i>descriptive</i> yang dibaca	✓		
6	Guru menjelaskan kegiatan yang dilakukan secara diskusi berpasangan	✓		
7	Guru membahas kegiatan yang telah dilakukan	✓		
8	Guru menjelaskan kegiatan yang akan dilakukan secara individu	✓		
9	Guru membahas kegiatan yang akan dilakukan secara individu	✓		
10	Guru mencoba membangun interaksi dengan siswa	✓		
11	Guru mengatur jalannya kegiatan di kelas agar berjalan lancar	✓		
12	Siswa menjawab pertanyaan yang dilakukan oleh guru dalam pengenalan topik	✓		
13	Siswa mempelajari isi teks <i>descriptive</i> yang diberikan	✓		
14	Siswa mendengarkan penjelasan yang diberikan oleh guru mengenai teks <i>descriptive</i>	✓		
15	Siswa bertanya kepada guru mengenai teks <i>descriptive</i>	✓		
16	Siswa memperhatikan jawaban yang diberikan oleh guru terkait dengan teks <i>descriptive</i> yang dibaca	✓		
17	Siswa berdiskusi dan bekerja sama mengerjakan task yang diberikan secara berpasangan/kelompok	✓		

18	Siswa aktif menjawab dan memberikan jawaban/ pendapat terkait dengan <i>task</i> yang diberikan secara berpasangan/kelompok	✓		
19	Siswa mengerjakan <i>task</i> yang diberikan secara individu	✓		
20	Siswa aktif menjawab dan memberikan jawaban/ pendapat terkait dengan <i>task</i> yang diberikan secara individu	✓		
21	Siswa antusias/ menunjukan ketertarikan dalam pembelajaran dikelas	✓		
22	Siswa bersikap baik selama pembelajaran dikelas	✓		

Observation Checklist

Cycle 1 (6th Meeting)

Day/ Date : Saturday, April 19th, 2014

Object : Students

Observer : Dra. Dewi Muslimah, S.Pd

No.	Observation Items	Yes	No	Comment
1	Guru mengenalkan topik yang berhubungan dengan teks <i>descriptive</i> yang akan diajarkan	✓		
2	Guru menginstruksikan siswa untuk mempelajari teks <i>descriptive</i> yang diberikan	✓		
3	Guru menjelaskan teks <i>descriptive</i> yang diberikan kepada siswa	✓		
4	Guru mempersilahkan siswa untuk bertanya terkait dengan teks <i>descriptive</i> yang dibaca	✓		
5	Guru menjawab pertanyaan siswa tentang teks <i>descriptive</i> yang dibaca	✓		
6	Guru menjelaskan kegiatan yang dilakukan secara diskusi berpasangan	✓		
7	Guru membahas kegiatan yang telah dilakukan	✓		
8	Guru menjelaskan kegiatan yang akan dilakukan secara individu	✓		
9	Guru membahas kegiatan yang akan dilakukan secara individu	✓		
10	Guru mencoba membangun interaksi dengan siswa	✓		
11	Guru mengatur jalanya kegiatan di kelas agar berjalan lancar	✓		
12	Siswa menjawab pertanyaan yang dilakukan oleh guru dalam pengenalan topik	✓		
13	Siswa mempelajari isi teks <i>descriptive</i> yang diberikan	✓		
14	Siswa mendengarkan penjelasan yang diberikan oleh guru mengenai teks <i>descriptive</i>	✓		
15	Siswa bertanya kepada guru mengenai teks <i>descriptive</i>	✓		
16	Siswa memperhatikan jawaban yang diberikan oleh guru terkait dengan teks <i>descriptive</i> yang	✓		

	dibaca			
17	Siswa berdiskusi dan bekerja sama mengerjakan task yang diberikan secara berpasangan/kelompok	✓		
18	Siswa aktif menjawab dan memberikan jawaban/ pendapat terkait dengan <i>task</i> yang diberikan secara berpasangan/kelompok	✓		
19	Siswa mengerjakan <i>task</i> yang diberikan secara individu	✓		
20	Siswa aktif menjawab dan memberikan jawaban/ pendapat terkait dengan <i>task</i> yang diberikan secara individu	✓		
21	Siswa antusias/ menunjukkan ketertarikan dalam pembelajaran dikelas	✓		
22	Siswa bersikap baik selama pembelajaran dikelas	✓		

APPENDIX D

Assessment Instruments

Blueprint of Pre and Post Test

No	Indicator	The item number
1	Finding the topic of the passage or paragraph	5,12, 24,27
2	Identifying implicitly and explicitly stated main ideas of the passage or of a paragraph	6, 7, 8, 11, 18
3	Deducing the meaning of words as used in the passage	8, 15, 21, 25, 28
4	Recognizing the writer's purpose	6, 10, 19, 27, 19
5	Understanding reference	3, 17, 22,
6	Scanning for a specifically stated detail, answering questions beginning with what, when, where, who, how many/ how much	1, 2, 5, 6, 11, 12, 14, 15, 23, 26, 29
7	Understanding for the specific information	9, 17, 4, 12,15, 16
8	Identifying grammatical word classess and tense	13, 21, 22, 23, 30

APPENDIX E

Test Result

STUDENTS' READING SCORES			
NO	NAME	PRE-TEST	POS-TEST
1	ADAM RAY ALDI	50	96
2	ADE JOKO AMANAH PUTRA	53	86
3	ADELIA SEPTININGRUM	53	83
4	AFKAR SAFARAZ Z	66	86
5	AHMAD SAUKI AL ZAMANI	56	86
6	ALISSA NIKMA NAHSABANDI	66	83
7	ALVIN ILHAM MAULANA	70	76
8	ANGKI PRANAMUKTI	76	86
9	APRILIA TRI MARTINA	60	86
10	AYU RISMA DONA	46	80
11	DEWI ROSYA WAHYU HANDAYANI	73	83
12	DEWI ROSYI WAHYU HANDAYANI	70	86
13	DINAWINA FITRIYANA R	66	0
14	FAHRIZA UMAR F	83	90
15	FARYZA ZULFI R	66	93
16	GINA SATIYA	86	90
17	HANNA SAILA R	0	90
18	IBNU IRAWAN	66	96
19	ICUK IMAM R	83	83
20	IRNA ARI M	73	90
21	ISNA MURTILAEI	56	76
22	MUHAMMAD IHSAN	50	83
23	MUHAMMAD ZIDANE DHI'FAN NASHRUL H	66	76
24	NABILA PUTRI IRENDIA	70	86
25	NITIH KASIH DYAH P	80	86
26	NOVIANA WULAN SARI	73	80
27	OBIE NANDA P	46	90
28	PUTRI DEA AMELIA	63	90
29	RIDWAN NUR ADI	36	90
30	RUSDI ZUHUD	76	93
31	SHENDY MAHENDRA P	70	83
32	TRI HARTANTO	50	86

33	WISNU HARI WIJAYA	56	90
	MEAN	62.24	83.58
	JUMLAH	2054	2758

APPENDIX F

Attendance List

ATTENDANCE LIST

NO	NAME	Pree-test	Cycle 1					Cycle 2		Post-test
		7-March	15-March	3-April	5-April	12-April	17-April	19-April	21-April	
1	ADAM RAY ALDI	•	•	•	•	•	•	•	•	
2	ADE JOKO AMANAH PUTRA	•	•	•	•	•	•	•	•	
3	ADELIA SEPTININGRUM	•	•	•	•	•	•	•	•	
4	AFKAR SAFARAZ Z	•	•	•	•	•	•	•	•	
5	AHMAD SAUKI AL ZAMANI	•	•	•	•	•	•	•	•	
6	ALISSA NIKMA NAHSABANDI	•	•	•	•	•	•	•	•	
7	ALVIN ILHAM MAULANA	•	•	•	•	•	•	•	•	
8	ANGKI PRANAMUKTI	•	•	•	•	•	•	•	•	
9	APRILIA TRI MARTINA	•	•	•	•	•	•	•	•	
10	AYU RISMA DONA	•	•	•	•	•	•	•	•	
11	DEWI ROSYA WAHYU H	•	•	•	•	•	•	•	•	
12	DEWI ROSYI WAHYU H	•	•	•	•	•	•	•	•	
13	DINAWINA FITRIYANA R	•	•	•	•	•	•	•	•	
14	FAHRIZA UMAR F	•	•	•	•	•	•	•	•	
15	FARYZA ZULFI R	•	•	•	•	•	•	•	•	
16	GINA SATIYA	•	•	•	•	•	•	•	•	
17	HANNA SAILA R	•	•	•	S	•	A	•	•	
18	IBNU IRAWAN	•	•	•	•	•	•	•	•	
19	ICUK IMAM R	•	•	•	•	S	S	S	•	
20	IRNA ARI M	•	•	•	•	•	•	•	•	
21	ISNA MURTI LAELI	•	•	•	•	•	•	•	•	
22	MUHAMMAD IHSAN	•	•	•	•	•	•	•	•	
23	MUHAMMAD ZIDANE D	•	•	•	•	•	•	•	•	
24	NABILA PUTRI IREND A	•	•	•	•	•	•	•	•	
25	NITIH KASIH DYAH P	•	•	•	•	•	•	•	•	
26	NOVIANA WULAN SARI	•	•	•	•	S	•	•	•	
27	OBIE NANDA P	•	•	•	•	•	•	•	•	
28	PUTRI DEA AMELIA	•	•	•	•	•	•	•	•	
29	RIDWAN NUR ADI	•	•	•	•	•	•	•	•	

30	RUSDI ZUHUD	.	.	.	.	.	.	.	.
31	SHENDY MAHENDRA P	.	.	.	.	.	.	.	.
32	TRI HARTANTO	.	.	.	.	.	.	.	.
33	WISNU HARI WIJAYA	.	.	.	.	.	.	.	.

APPENDIX G

Students' Pre- Post Action
Sheet, Teaching Media

READING COMPREHENSION TEST (PRE-TEST)

Choose the best answer by crossing (X) a, b, c or d on the answer sheet.

Read the following text to answer questions 1-5.

Jakarta

Jakarta is the capital city of Indonesia. It is located on the northwest coast of Java Island, at the mouth of the Ciliwung River. It dominates Indonesian's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia.

The climate of this city is hot and humid. Rainfall occurs throughout the year. The heaviest rainfall is from November to May. The city lies on a flat, low plain and is likely to be affected by flood during period of heavy rainfall.

Adapted from: <http://www.englishdirection.com/2010/08/example-of-short-descriptive-text-about.html>

1. What is the topic of the text about?
 - a. Jakarta.
 - b. The climate in Jakarta.
 - c. The location of Jakarta.
 - d. The seasons in Jakarta.
2. What is the main idea of the first paragraph?
 - a. Jakarta is the capital city of Indonesia.
 - b. Jakarta is located on the northwest coast of Java Island.
 - c. Jakarta is a major commercial and transportation hub within Asia.
 - d. Jakarta dominates Indonesian's administrative, economy, cultural activities.
3. From the text above we can conclude that
 - a. Jakarta is the capital city of Java Island
 - b. the climate in Jakarta is humid and cold
 - c. Jakarta is in the northwest of Ciliwung River
 - d. Jakarta is likely to be affected by flood in the rainy season
4. The word “**city**” in the text above means
 - a. town
 - b. area
 - c. country
 - d. village
5. Which statement is incorrect according to the text?

- a. Jakarta is the capital city of Java Island.
- b. The climate in Jakarta is hot and humid.
- c. The heaviest rainfall in Jakarta is from November to May.
- d. Jakarta dominates Indonesian's administrative, economy, cultural activities.

Read the following text to answer questions 5-9.

THE JACKSON FAMILY

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is very good teacher. His students like him.

His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school.

Mr. Jackson's house is made of wood. It has five rooms, a kitchen, a bathroom, a living room and two bedrooms. The Jacksons have a house maid to help Mrs. Jackson to do the house work. The maid comes from Bantul.

6. What does the text mostly about?
 - a. Mr. Jackson's wife
 - b. The Jackson family
 - c. Mr. Jackson's work
 - d. Mr. Jackson's maid
7. Where does the Jackson Family stay?
 - a. in Denpasar
 - b. in Bantul
 - c. in Medan
 - d. in America
8. "She comes from Medan" (line 3). The underlined word refer to Mr. Jackson's.....
 - a. Teacher
 - b. daughter
 - c. wife
 - d. Maid
9. There arerooms in the Mr. Jackson's house.
 - a. five
 - b. two
 - c. four
 - d. si

My Blewuk

I have some pets. However, my favorite pet is Blewuk. Blewuk is a male cat. I call it Blewuk because his fur is grey. He has innocent round eyes and feeble sweet voice. He always meows when he feels hungry. Actually, his voice is not suitable with his giant body.

When I come home, he usually gives me a kiss. Blewuk is a nice playmate. I'm happy to spend my time with him. Most of the time he's a good

10. What is the purpose of the text?
 - a. Telling animal's habit
 - b. Describing a male cat
 - c. Sharing the writer's hobby
 - d. Informing someone's like
11. Why the pet is called Blewuk?
 - a. Because it has grey fur
 - b. Because his voice is not suitable with his giant body.
 - c. Because it is a male cat.
 - d. Because it has innocent round eyes.
12. What does usually Blewuk do in the morning ?
 - a. Blewuk always meows on the window.
 - b. Blewuk usually comes to the writer's bed and wakes his up earlier.
 - c. Blewuk always gives a kiss to the writer.
 - d. Blewuk gives his meows to wake the writer up.
13. Actually, his voice is not suitable with his giant body. (line 3)
 The underlined word has the antonym meaning with.....
 - a. appropriate
 - b. match
 - c. look like
 - d. [inappropriate](#)

Read the following text to answer questions 14-17.

HOBBY

Everybody has a hobby. A hobby is something we do for happiness in our spare time. My hobby is collecting stamps. I like to collect many kinds from all over the world. Sometimes I must buy a new stamp. I put my collections in a stamps album. I have a brother. His name is Andre. He likes to go camping. He always goes camping on holidays. My sister, Putri, like cooking. She likes baking cakes but she hates preparing our meals. My mother and father like gardening. They like to spend their time in garden. There are many flowers in their garden. There are roses, jasmines, orchids and hisbicuses. They also plant vegetables. There are carrots, tomatoes, and lettuce.

14. What is hobby?
 - a. something we do for fun
 - b. pleasure in our spare time

- c. it is whatever everybody has
 - d. something we like to collect
15. How many persons are there in the writer's family?
- a. 3
 - b. 4
 - c. 5
 - d. 6
16. Which sentences is TRUE according to the text above?
- a. the writer is a philatelist
 - b. Andre's hobby is collecting stamps
 - c. the writer is the only son in the family
 - d. the writer's sister likes to prepare their meal
17. My mother and father like gardening. They like to spend their time in garden.
The underlined word refers to....
- a. My mother
 - b. My mother and father
 - c. Father
 - d. Andre and Putri

Read the following text to answer questions 18- 21

Making fried banana or Making pisang goreng is very easy. First you need some good bananas and some frying oil. You can slice the bananas into thin slices, then fry them in very hot oil until they turn brown. If you like, you can sprinkle some sugar on top. Otherwise, roll the bananas in flour before you fry them.

18. The text above talks about
- a. You need some good bananas
 - b. Fry bananas in very hot oil until brown
 - c. Making fried banana or making pisang goreng
 - d. If you like sprinkle some sugar on top of bananas
19. The suitable title of the text above is
- a. How to frying bananas
 - b. How to make fried banana
 - c. How to roll the bananas in flour
 - d. How to slice the bananas into thin slices
20. What do you have to do after you slice the bananas?
- a. Sprinkle some sugar in the top
 - b. Fry them in a hot oil
 - c. Fry the bananas until they turn brown

- d. Roll the bananas in a four
21. Making fried banana or Making pisang goreng is very easy. The synonym of underlined word is
- a. hard b. difficult c. serious d. simple

Read the following text to answer questions 22- 24.

How to turn on a computer

- Turn the power supply on.
- Turn the computer on
- Turn the monitor on.

How to turn off a computer

- Click start menu
- Click Turn Off.
- Click Turn Off again.
- Turn the monitor then the power supply off.

(source: BSE)

22. To turn on a computer, first we have to turn the ... on.
- a. monitor c. start menu
- b. power supply d. computer
23. We must ... the "Turn Off" after we click start menu if we want to turn off a computer.
- a. click b. turn c. press d. push
24. What is the last step of how to turn on a computer?
- a. We should turn the power supply on
- b. We should turn the monitor on
- c. We should turn the computer on
- d. We should turn the monitor off

Read the following text to answer questions 25- 30

SEKOTENG

Ingredients:

- 1 large ginger

- granulated sugar as desired
- ½ piece of palm sugar
- 100 g peanuts, fried and get rid of its inner skin.
- 100 g green beans, boiled
- 3 slices of bread, slice into dices
- 100 g pomegranate seeds, boil until soft

Instructions:

Ginger water:

1. Peel and slice the ginger.
2. Boil it in a litre of water.
3. Add some granulated sugar and ½ piece of palm sugar.
4. Strain once it's boiled.

Serving:

1. Pour some boiled ginger water into a small bowl.
2. Add 1 tbs of pomegranate seed, green bean and peanut.
3. Add some bread on top.

25. What is the kind of the text?

- a. The descriptive text
- b. The recount text
- c. The procedure text
- d. The narrative text

26. What is the purpose of the text?

- a. To tell how to make Sekoteng
- b. To tell how to serve a nice Sekoteng
- c. cooking the peanut
- d. cooking Sekoteng

27. There are seven materials that we are needed to make skoteng. What are they?

- a. ginger, granulated sugar, palm sugar, peanut skin, green bean, bread, pomegranate seeds
- b. ginger, granulated sugar, palm, peanut, green bean, dices, pomegranate seeds
- c. ginger, sugar, peanut, green bean, bread, pomegranate seeds

- d. ginger, granulated sugar, palm sugar, inner skin of peanut, green bean, bread

28. What do we have to do before we add $\frac{1}{2}$ piece of palm sugar?

- a. Strain once it's boiled
- b. Boil it in a litre of water
- c. Add 100g of granulated sugar
- d. Peel and slice the ginger

29. Peel and slice the ginger. What is the next step?

- a. We should add some granulated sugar
- b. We must boil the ginger in a litre of water
- c. We have to add a half piece of palm sugar
- d. We should boil the sugar of a water

30. How much the green beans are suggested?

- a. Hundred and twenty grams
- b. A hundred gram
- c. A kilogram
- d. An ounce

READING COMPREHENSION TEST (POST-TEST)

Choose the best answer by crossing (X) a, b, c or d on the answer sheet.

Read the following text to answer questions 1-5.

THE JACKSON FAMILY

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is very good teacher. His students like him.

His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school.

Mr. Jackson's house is made of wood. It has five rooms, a kitchen, a bathroom, a living room and two bedrooms. The Jacksons have a house maid to help Mrs. Jackson to do the house work. The maid comes from Bantul.

31. What does the text mostly about?

- | | |
|-----------------------|-----------------------|
| c. Mr. Jackson's wife | c. Mr. Jackson's work |
| d. The Jackson family | d. Mr. Jackson's maid |

32. Where does the Jackson Family stay?

- | | | | |
|----------------|--------------|-------------|-------|
| b. in Denpasar | b. in Bantul | c. in Medan | d. in |
| America | | | |

33. "She comes from Medan" (line 3). The underlined word refer to Mr. Jackson's.....

- | | | | |
|------------|-------------|---------|-------|
| b. Teacher | b. daughter | c. wife | dMaid |
|------------|-------------|---------|-------|

34. There arerooms in the Mr. Jackson's house.

- | | | | |
|---------|--------|---------|--------|
| b. five | b. two | c. four | d. six |
|---------|--------|---------|--------|

Read the following text to answer questions 5-9.

Jakarta

Jakarta is the capital city of Indonesia. It is located on the northwest coast of Java Island, at the mouth of the Ciliwung River. It dominates Indonesian's administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia.

The climate of this city is hot and humid. Rainfall occurs throughout the year. The heaviest rainfall is from November to May. The city lies on a flat, low plain and is likely to be affected by flood during period of heavy rainfall.

Adapted from: <http://www.englishdirection.com/2010/08/example-of-short-descriptive-text-about.html>

35. What is the topic of the text about?
- c. Jakarta.
 - c. The location of Jakarta.
 - d. The climate in Jakarta.
 - d. The seasons in Jakarta.
36. What is the main idea of the first paragraph?
- e. Jakarta is the capital city of Indonesia.
 - f. Jakarta is located on the northwest coast of Java Island.
 - g. Jakarta is a major commercial and transportation hub within Asia.
 - h. Jakarta dominates Indonesian's administrative, economy, cultural activities.
37. From the text above we can conclude that
- e. Jakarta is the capital city of Java Island
 - f. the climate in Jakarta is humid and cold
 - g. Jakarta is in the northwest of Ciliwung River
 - h. Jakarta is likely to be affected by flood in the rainy season
38. The word “**city**” in the text above means
- b. town
 - b. area
 - c. country
 - d. village
39. Which statement is incorrect according to the text?
- e. Jakarta is the capital city of Java Island.
 - f. The climate in Jakarta is hot and humid.
 - g. The heaviest rainfall in Jakarta is from November to May.
 - h. Jakarta dominates Indonesian's administrative, economy, cultural activities.

My Blewuk

I have some pets. However, my favorite pet is Blewuk. Blewuk is a male cat. I call it Blewuk because his fur is grey. He has innocent round eyes and feeble sweet voice. He always meows when he feels hungry. Actually, his voice is not suitable with his giant body.

When I come home, he usually gives me a kiss. Blewuk is a nice playmate. I'm happy to spend my time with him. Most of the time he's a good boy. It's almost

40. What is the purpose of the text?
- e. Telling animal's habit
 - f. Describing a male cat
 - g. Sharing the writer's hobby
 - h. Informing someone's like
41. Why is the pet called Blewuk?
- e. Because it has grey fur
 - f. Because his voice is not suitable with his giant body.
 - g. Because it is a male cat.
 - h. Because it has innocent round eyes.
42. What does usually Blewuk do in the morning ?
- e. Blewuk always meows on the window.
 - f. Blewuk usually comes to the writer's bed and wakes his up earlier.
 - g. Blewuk always gives a kiss to the writer.
 - h. Blewuk gives his meows to wake the writer up.
43. Actually, his voice is not suitable with his giant body. (line 3)
The underlined word have the antonym maening with.....
- b. appropriate b. match c. look like d. [inappropriate](#)

Read the following text to answer questions 13-17.

HOBBY

Everybody has a hobby. A hobby is something we do for happiness in our spare time. My hobby is collecting stamps. I like to collect many kinds from all over the world. Sometimes I must buy a new stamp. I put my collections in a stamps album. I have a brother. His name is Andre. He likes to go camping. He always goes camping on holidays. My sister, Putri, like cooking. She likes baking cakes but she hates preparing our meals. My mother and father like gardening. They like to spend their time in garden. There are many flowers in their garden. There are roses, jasmines, orchids and hisbicuses. They also plant vegetables. There are carrots, tomatoes, and lettuce.

44. What is hobby?
- e. something we do for fun
 - f. pleasure in our spare time
 - g. it is whatever everybody has
 - h. something we like to collect
45. How many persons are there in the writer's family?
- b. 3
 - b. 4
 - c. 5
 - d. 6
46. Which sentences is TRUE according to the text above?
- e. the writer is a philatelist
 - f. Andre's hobby is collecting stamps
 - g. the writer is the only son in the family
 - h. the writer's sister likes to prepare their meal
47. My mother and father like gardening. They like to spend their time ingarden.
The underlined word refers to....
- c. My mother
 - c. Father
 - d. My mother and father
 - d. Andre and Putri

Read the following text to answer questions 19- 23.

SEKOTENG

Ingredients:

- 1 large ginger
- granulated sugar as desired
- ½ piece of palm sugar
- 100 g peanuts, fried and get rid of its inner skin.
- 100 g green beans, boiled
- 3 slices of bread, slice into dices
- 100 g pomegranate seeds, boil until soft

Instructions:

Ginger water:

- 5. Peel and slice the ginger.
- 6. Boil it in a litre of water.
- 7. Add some granulated sugar and ½ piece of palm sugar.
- 8. Strain once it's boiled.

Serving:

4. Pour some boiled ginger water into a small bowl.
5. Add 1 tbs of pomegranate seed, green bean and peanut.
6. Add some bread on top.

48. What is the kind of the text?

- e. The descriptive text
- f. The recount text
- g. The procedure text
- h. The narrative text

49. What is the purpose of the text?

- e. To tell how to make Sekoteng
- f. To tell how to serve a nice Sekoteng
- g. cooking the peanut
- h. cooking Sekoteng

50. There are seven materials that we are needed to make skoteng. What are they?

- e. ginger, granulated sugar, palm sugar, peanut skin, green bean, bread, pomegranate seeds
- f. ginger, granulated sugar, palm, peanut, green bean, dices, pomegranate seeds
- g. ginger, sugar, peanut, green bean, bread, pomegranate seeds
- h. ginger, granulated sugar, palm sugar, inner skin of peanut, green bean, bread

51. What do we have to do before we add ½ piece of palm sugar?

- e. Strain once it's boiled
- f. Boil it in a litre of water
- g. Add 100g of granulated sugar
- h. Peel and slice the ginger

52. Peel and slice the ginger. What is the next step?

- e. We should add some granulated sugar
- f. We must boil the ginger in a litre of water

- g. We have to add a half piece of palm sugar
- h. We should boil the sugar of a water

53. How much the green beans are suggested?

- e. Hundred and twenty grams
- f. A hundred gram
- g. A kilogram
- h. An ounce

Read the following text to answer questions 24- 26.

How to turn on a computer

- Turn the power supply on.
- Turn the computer on
- Turn the monitor on.

How to turn off a computer

- Click start menu
- Click Turn Off.
- Click Turn Off again.
- Turn the monitor then the power supply off.

(source: BSE)

54. To turn on a computer, first we have to turn the ... on.

- c. monitor
- c. start menu
- d. power supply
- d. computer

55. We must ... the “Turn Off” after we click start menu if we want to turn off a computer.

- b. click
- b. turn
- c. press
- d. push

56. What is the last step of how to turn on a computer?

- e. We should turn the power supply on
- f. We should turn the monitor on
- g. We should turn the computer on
- h. We should turn the monitor off

Read the following text to answer questions 27- 30

Making fried banana or Making pisang goreng is very easy. First you need some good bananas and some frying oil. You can slice the bananas into thin slices, then fry them in very hot oil until they turn brown. If you like, you can sprinkle some sugar on top. Otherwise, roll the bananas in flour before you fry them.

57. The text above talks about
- e. You need some good bananas
 - f. Fry bananas in very hot oil until brown
 - g. Making fried banana or making pisang goreng
 - h. If you like sprinkle some sugar on top of bananas
58. The suitable title of the text above is
- e. How to frying bananas
 - f. How to make fried banana
 - g. How to roll the bananas in flour
 - h. How to slice the bananas into thin slices
59. What do you have to do after you slice the bananas?
- e. Sprinkle some sugar in the top
 - f. Fry them in a hot oil
 - g. Fry the bananas until they turn brown
 - h. Roll the bananas in a flour
60. Making fried banana or Making pisang goreng is very easy. The synonym of underlined word is
- b. hard b. difficult c. serious d. simple

diy

Need an idea to reuse and recycle used cans and rags from your old clothes? This project may be a good one. *nov1*

You will need:

- A used can
- Some rags, any type. You can use your torn jeans or leftovers from your other projects
- Glue
- Scissors
- Needle
- Thread

You have to:



Wrap one of the rags around the can.



Make a piece of decoration, like a flower, from another piece of rag. Decorate the can the way you like.



Voila! Your multipurpose can is ready! You may use it to keep your pencil or clothing accessories, or even use it as a gift.

So you like writing? You must always have your notebook handy since ideas can pop up any time. What kind of notebooks do you have in your bag? The one that can be found easily in bookstores? Why don't you personalize your notebook? It's easy, nice, and different, because it can show who the owner is – you! *Nov!*

What you need

- ✂ White or colorful paper, depending on your taste
- ✂ Paper rings
- ✂ Glue
- ✂ Pictures and/or stamps to decorate the covers

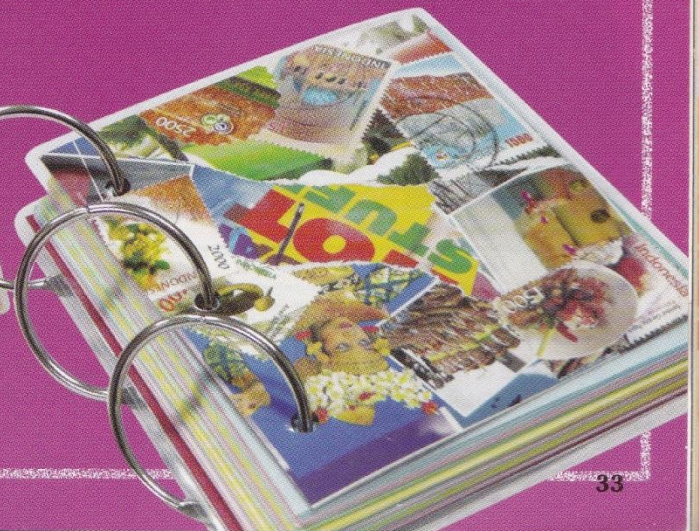
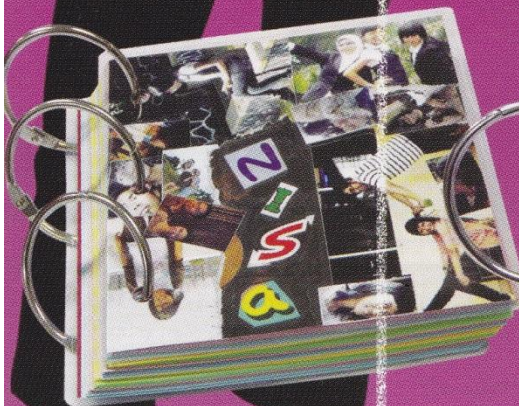


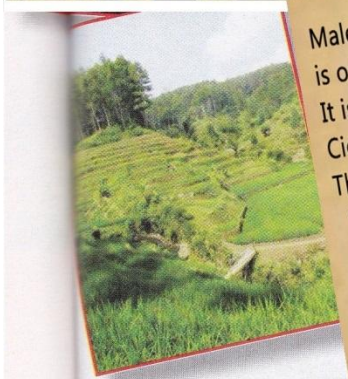
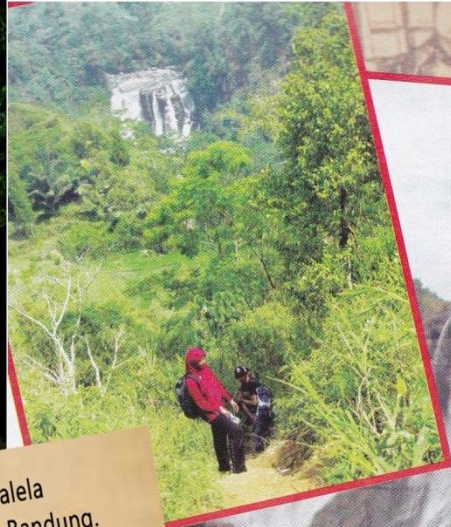
How to make it

- ✂ Use a punch holder to make holes for binding.
- ✂ Decorate the cover. You can use your memorable pictures, pictures taken from magazines, or even stamps. Stick them on the cover using glue.
- ✂ Laminate the covers.
- ✂ Don't forget to make holes on the cover as well.
- ✂ Bind the paper using the paper rings.

Note: If you want, you can also decorate the covers with ribbons or beads after they're laminated.

Personal Style for Your Personal Note Book





Malela waterfall or curug malela is one of beautiful place in Bandung. It is located in Kampung Manglid, Cicadas, Bandung Barat. The view along the way is stunning. We can see huge dammar trees on both sides of the road, tea plantations, and terraced rice field. Also, the view along was enjoyable: pine woods, streams, colorful flowers, and small bamboo bridges.

More Facts About Curug Malela:

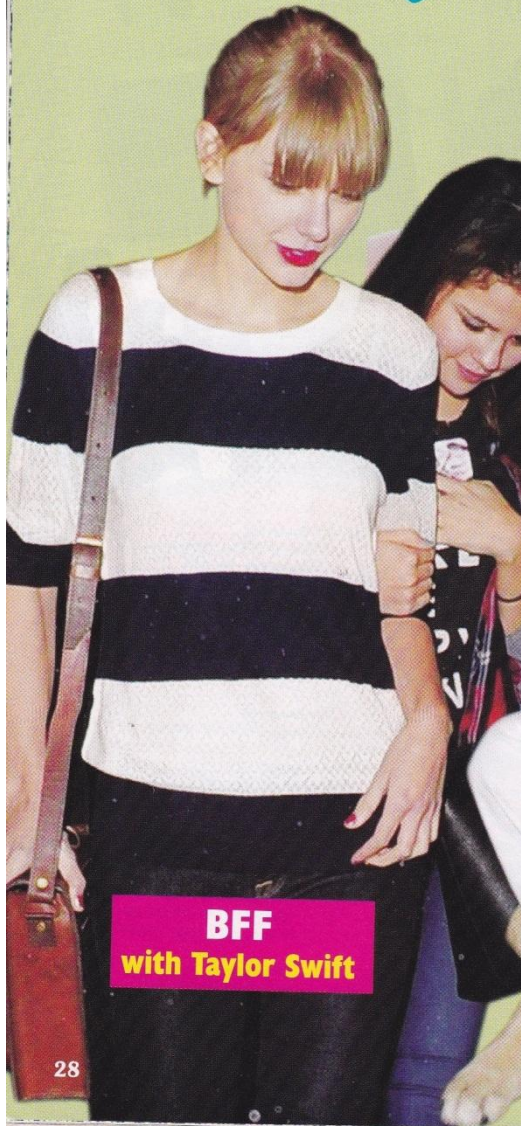
- The water of this waterfall is from a river called Cicurug, which means the river of the waterfall.
- There are six other waterfalls in this area: Curug Katumin, Curug Ngebul, Curug Manglid, Curug Sumpel, Curug palisir, and Curug Pamengpeuk.

Malela Waterfall

TOTALLY

Selena Gomez

BEANIE HATS



BFF
with Taylor Swift

28

Her name is Selena Gomez. She is usually called Miss Gomez. She was born in Praire, Texax, USA on July 22, 1992. Selena Gomez is a singer, songwriter, and American Actrees. She sing for some soundtracks, like Cinderella and Tingkel Bell.

Miss Gomez has long hair, pointed nose, sexi lips, and slim body. She looks beautiful while she is smiling. She is also famous with her latin face. Selena Gomez does not have siblings. She is the only child in her family. Her father's name is Ricardo Gomez and her mother's name is Mandy Cornett.

APPENDIX I

Photographs

A. OBSERVATION



Some students do not do the activity seriously.

B. PRE-TEST





The students of VIIA do a pre-test.

C. CYCLE I



The researcher explains the material and the technique to the students.



The students do the pair and group activities.



The students do the individual activity.

D. CYCLE II



The researcher explains the material and the technique.



The students do pair work.



The students do the group discussion.



The students do the individual activity.

E. POST-TEST



The students do the post-test individually.